

SCDHSC0393

Promote participation in agreed therapeutic group activities



Overview

This standard identifies the requirements when you promote participation in agreed therapeutic group activities. This includes planning and preparing the activities in ways that will promote the participation of individuals, preparing and supporting individuals through the activities and contributing to the evaluation of the agreed therapeutic group activities.

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Performance criteria

Plan agreed therapeutic group activities to ensure participation

You must be able to:

- P1 agree with **individuals** in the group, the group as a whole and **others** the purpose of **therapeutic group activities**
- P2 agree with all involved the nature and goals of the specific therapeutic group activity
- P3 obtain information to ensure that you are able to carry out the activity safely and in accordance with instructions from any specialists involved
- P4 work with individuals and the group as a whole to ensure the activity is consistent with any programme of care or support for individual participants
- P5 ensure plans are in place to deal with any **risks** associated with the proposed activity
- P6 seek advice on how to deal with any areas where you believe there might be problems and conflicts
- P7 work with the group and others in planning to ensure the activity is inclusive of all participants
- P8 seek specific help for individuals with particular **support needs**
- P9 work with the group and others to make any special arrangements needed to enable individuals with particular support needs to participate
- P10 arrange the environment, materials and equipment in ways that encourage the full and safe participation of all group members

Promote individuals' participation in agreed therapeutic group activities

You must be able to:

- P11 support each individual to understand the benefits that may be achieved from the therapeutic group activity
- P12 work with each individual to confirm they understand and agree to take part in the activity
- P13 ensure that the environment, the group and the individuals are safe from any danger, **harm and abuse**
- P14 use risk assessment to ensure that any chosen risks can be undertaken as safely as possible rather than avoided
- P15 support individuals and the group in ways that encourage their participation and co-operation
- P16 observe the group and individual members during the activity
- P17 praise successes of individuals and the group
- P18 give constructive feedback to help individuals to learn and develop

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- P19 make modifications that are within the scope of your role where the activity is having an adverse effect on individuals or the group
- P20 seek appropriate help from others where issues, conflicts or disagreements occur that you are unable to deal with
- P21 complete records and reports about activities, processes and outcomes in accordance with legal and work setting requirements

Evaluate agreed therapeutic group activities

You must be able to:

- P22 agree with individuals in the group, the group as a whole and others the methods of evaluating the therapeutic group activity and the participation of those involved
- P23 support individuals to give feedback on of the activity and its benefits to themselves and the group
- P24 review with individuals, the group and other appropriate people the learning, development and other benefits that have been achieved
- P25 identify with individuals and others where goals were found to be unrealistic
- P26 discuss with individuals and others any different ways of approaching existing activities to maximise benefits and participation
- P27 make suggestions to relevant people for new activities or modifications where activities are having an adverse effect on individuals or the group and the changes are beyond your remit
- P28 agree proposals for revised activities with appropriate people before introducing changes
- P29 make appropriate changes to improve the group activities as agreed with individuals and others

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Knowledge and understanding

Rights

You need to know and understand:

- 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

You need to know and understand:

Your practice

- 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 for practice

- 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

You need to know and understand:

Specific to this NOS

- K35 how and where to access information and support that can inform your practice about therapeutic group activities
- K36 how therapeutic group activities can contribute positively to the health, well-being, behaviour, skills, abilities and development of individuals
- K37 conditions and impairments that specific therapeutic group activities are designed to address
- K38 specific outcomes that therapeutic group activities aim to achieve for the group members and the group
- K39 the purpose of using therapeutic groups activities to promote the health and well-being of individuals and for the promotion of the group
- K40 the range of therapeutic activities, their appropriateness to the groups with whom you work and how to adapt them to meet individual and group needs
- K41 methods of observing group activities generally, and specifically for the therapeutic group activities you are using
- K42 the importance of giving support and providing activities that are consistent with the individuals' abilities, development, skills, preferences and condition
- K43 the type of criteria and methods to be used when evaluating the effectiveness of therapeutic group activities
- K44 the philosophy and approach of the therapeutic group activities undertaken
- K45 how to set up the environment and set up and use any equipment and materials needed for the therapeutic group activities

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.

Harm and abuse could include neglect, physical, emotional and sexual abuse, financial abuse, bullying, self harm, reckless behaviour

The **individual** is the adult, child or young person you support or care for in your work

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

A **risk** takes account of the likelihood of a hazard occurring and may include the possibility of danger, damage or destruction to the environment and goods; the possibility of injury and harm to people including self-harm, bullying, abuse, reckless behaviour

Support needs may include support for individuals with disabilities or specific communication needs; this may include 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, mobility and independence

Therapeutic group activities may relate to home, work, leisure, education, relationships; they may include reminiscence therapy, relaxation and anxiety management; activities to promote self-awareness and self-esteem; remedial games; social skills training; communication groups; creative therapy; work-related therapy; health-related therapy

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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 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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