

426

## EMPOWER FAMILIES, CARERS AND OTHERS TO SUPPORT INDIVIDUALS

### Unit overview

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#### Elements of competence

426a	Promote the contribution of families, carers and others to supporting individuals
426b	Work with families, carers and others to achieve positive goals for individuals
426c	Enable families, carers and others to review the effectiveness of the support they provide

#### About this unit

For this unit you need to be able to work with families, carers and others to encourage and enable them to support individuals through the provision of practical and emotional support and help them to review and develop the support they provide and receive.

#### 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.

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

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

**Positive outcomes** for the individual in relation to: standards of care; mental health; general health and well-being; personal development; social development.

**Review process** in relation to: an interim review during the course of a care programme; an outcome review at the conclusion of a care programme.

**Support** includes: physical presence; advice; passing on information to other members of the care team.

**Key words and concepts**

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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.**

<b>Carer</b>	Refers to family, friends and others who contribute to the care of the individual on a voluntary basis. Carers may provide permanent care within the individual's home, part time care in the home or contribute to the care of the individual in a residential setting (but who are not employed to do so)
<b>Carers and families</b>	Anyone who has an active and on-going informal role in caring for individuals, including those with a familial relationship to the individual. Partners, where they exist, would be considered as family members. The individuals may be adults of working age, children or adolescents or older people
<b>Context</b>	The individual's socio-economic and personal context of their life
<b>Failure to care</b>	Would be indicated by signs of possible abuse, apparent neglect or persistent problems in caring
<b>Family and friends</b>	Are those who are significant to the individual. The term may include partner, family and friends, religious leaders, others in the individual's community. Not all those defined as family and friends will be or become carers
<b>Information</b>	Given to others would be as agreed with the care team and consistent with organisational policy
<b>Others</b>	People who may be involved in supporting individuals with mental health needs includes friends and others within the individual's social network such as religious leaders

## 426                    **EMPOWER FAMILIES, CARERS AND OTHERS TO SUPPORT INDIVIDUALS**

426a                    Promote the contribution of families, carers and others to supporting individuals

### **Performance criteria**

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You need to show that:

- 1     You encourage **family and friends** to participate in aspects of the individual's care as agreed by the individual
- 2     You provide **carers and families** with **information** about the support required by individuals
- 3     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
- 4     Your actions recognise individuals' rights to make their own decisions in the **context** of their lives and respect the rights of individuals to change their minds
- 5     You encourage and support carers and families to express their own views about the support they can provide for individuals
- 6     You give carers and families sufficient time, opportunity and support to discuss their feelings, concerns and the care programme
- 7     You respond to the feelings, needs and concerns of carers and families in a manner which accepts their rights of expression and which supports them as individuals
- 8     You refer carers and families to an appropriate member of the care team when they wish to discuss feelings, concerns and aspects of the care programme which are outside your responsibility
- 9     You provide carers and families with information about support services and facilities which may be useful to them, consistent with the care programme

## 426 EMPOWER FAMILIES, CARERS AND OTHERS TO SUPPORT INDIVIDUALS

426b Work with families, carers and others to achieve positive goals for individuals

### Performance criteria

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You must show that:

- 1 You identify the positive goals for the individual to which carers and families could contribute
- 2 You agree with carers and families the roles that they, yourself and colleagues could play in achieving these positive goals
- 3 You provide carers and families with the support and information they need to work towards these positive goals
- 4 You encourage and support carers and families in developing the skills necessary to provide care for the individual which is consistent with the care programme
- 5 You provide support to carers and families in a manner which is likely to make them feel valued and respected
- 6 You give appropriate support to individuals, carers and families to help them to maintain relationships which are suitable for effective care
- 7 You exchange information with individuals, carers, families and colleagues on progress that the individual is making towards positive goals
- 8 You give information to individuals, carers and families 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
- 9 You encourage carers and families to seek clarification and ask questions when they are concerned and need help
- 10 You encourage and support carers and families in discussing any problems and identifying potential solutions when you become aware of or suspect that they are having difficulty in achieving positive goals
- 11 You 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

## **426                    EMPOWER FAMILIES, CARERS AND OTHERS TO SUPPORT INDIVIDUALS**

426C                    Enable families, carers and others to review the effectiveness of the support they provide

### **Performance criteria**

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You must show that:

- 1     You encourage and support everyone involved to fully participate in the review process
- 2     You assist individuals and their carers and families to evaluate the effectiveness of their own roles and the roles of yourself and others in the care team
- 3     You agree adjustments to these roles, where necessary, in the light of the evaluation
- 4     You acknowledge the contribution that carers and families are making towards the achievement of positive outcomes in a way that will reinforce their commitment
- 5     You keep a record of what has been achieved and identify any lessons for future work with carers and families
- 6     You ensure that the results of the review process are communicated clearly to all those who have a right and need to receive them.

### Knowledge specification for the whole of this unit

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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 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.**

#### Values

- 1 Why it is important to treat families, carers and others with respect and consideration
- 2 The types of behaviour you should adopt to show respect and consideration for families, carers and others

#### Legislation and organisational policy and procedures

- 3 Relevant legislation, codes of practice and guidelines and how these impact on the role of carers and the support they are entitled to
- 4 How the legislative framework affects service provider policy and practices
- 5 Relevant legislation and its implications for the recording, storing and sharing of information, including the importance of keeping a record of work with families, carers and others

#### Theory and practice

- 6 The importance of working with families, carers and others who may contribute to or influence the outcomes of care programmes for individuals
- 7 The types of support available to carers and families such as self-help groups, counselling, respite and how to access these
- 8 What the purpose and priorities are of the service provider and how these influence the kinds of support offered to carers, families and others
- 9 The importance of ensuring that carers and families are actively involved in the development and review of care programmes
- 10 The positive goals of care programmes to which carers and families can contribute
- 11 How to communicate clearly and effectively
- 12 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
- 13 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
- 14 The types of information that you should obtain from families, carers and others
- 15 The techniques you should use to obtain information from families, carers and others
- 16 Aspects of carer and family relationships with individuals that may help or hinder the achievement of positive goals
- 17 The roles carers, families and others can play in helping to achieve positive outcomes for the individual
- 18 Why it is important to agree aims, objectives and respective roles with carers, families and colleagues
- 19 The types of information that carers, families and others will need if they are going to work towards agreed positive outcomes for the individual
- 20 The types of support that carers, families and others may need in helping to achieve positive goals

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## **EMPOWER FAMILIES, CARERS AND OTHERS TO SUPPORT INDIVIDUALS**

### **Knowledge specification for the whole of this unit (continued)**

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- 21 Why it is important to review progress with carers, families and colleagues
- 22 How to facilitate carer/family participation in the review process
- 23 Why it is important to evaluate the effectiveness of the various roles that carers, families, others, colleagues and you are playing
- 24 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

## EMPOWER FAMILIES, CARERS AND OTHERS TO SUPPORT INDIVIDUALS

### Evidence requirements for this unit

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- Direct observation by assessor and/or an expert witness is required for some of the performance criteria for every element in this unit.
- Prior to commencing the Unit you should agree a plan with your assessor regarding the types of evidence to be used.
- You must provide your assessor with evidence for ALL the performance criteria, ALL the knowledge requirements and the relevant parts of the SCOPE as applicable to your workplace.
- The evidence must, at all times, reflect the policies and procedures of the workplaces as linked to current legislation and valued and principles for best practice within the Health and Social Care Sector. This will include the National Service Standards for your area of work or client group.
- All evidence should relate to real work activities for ALL elements of this unit.
- Simulation is NOT permitted for this unit.

### Competences can be demonstrated using a variety of types of evidence from the following:

- **Work products:** these can be any record that you would normally use within your normal role eg minutes of meetings and records, etc.
- **Assignment/project:** you may have already completed a project or assignment (for example from HNC, NC, VRQ, BTEC courses, D32, 33, 34, A1 and V1). You could also use evidence of previous in-house training course/programmes you have completed showing professional development.
- **Reflective accounts:** you describe your actions in a particular situation(s) and reflect on the reason(s) for you practicing in that way, in relation to individuals and key people.
- **Questioning:** you and your assessor may agree on questions to demonstrate your knowledge, to supplement the knowledge demonstrated through observations, products and reflective accounts. These can be oral or written but evidence of this must be recorded.

**NB Confidential records do not require to be included in your portfolio of evidence. These can remain where they are normally stored and checked by your assessor and internal verifier. If they are included, they must be anonymised.**