

418

WORK WITH INDIVIDUALS WITH MENTAL HEALTH NEEDS TO NEGOTIATE AND AGREE PLANS FOR ADDRESSING THOSE NEEDS

Unit overview

Elements of competence

418a	Obtain information about individuals' mental health needs
418b	Identify and review the preferred options of individuals for addressing their mental health needs
418c	Review needs, risks and options taking into account legal and other requirements
418d	Agree a course of action to meet individual's mental health needs

About this unit

For this unit you need to review the mental health needs of individuals and the options available for addressing these needs. You need to recommend a care programme approach that balances the needs and preferences of the individual and others, taking account of any legal requirements and of your duties and responsibilities as a mental health practitioner.

Working with the individual and those who support them to develop care programmes which support recovery is a fundamental aspect of needs-led service provision. In taking this forward you need to understand the concepts of empowerment and participation.

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.

Inappropriate in relation to: addressing the individual's mental health needs; risk management.

Individuals' needs: psychological; emotional; social; physical.

Options in relation to: services offered by your own agency; services offered by other agencies.

Sources of information include: the individual; significant others; the individual's medical records; other agencies providing services to the individual; other agencies who may have a rightful say in the services offered.

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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.

Achievable decisions	Achievable decisions include limitations imposed by resources, legal and statutory powers etc
Additional support	For the individual includes the need for an interpreter or advocate
Agreeing a course of action	Agreeing a course of action for a child or adolescent must involve the parent or legal guardian and should take account of the family or alternative care context
Options	Options includes taking account of the preferred options of individuals, resource constraints including physical resources, financial resources and access to provision, and examining alternative creative options that will meet the individuals' needs
Other agencies	Other agencies who may have a rightful say in the services offered would include such agencies as the courts
Own preferred options	If the individual is not able to express their own preferred options (eg a young child, someone with dementia), then these should be established with someone who is acting on behalf of the individual, (eg parent/guardian)
Own views and preferences	If the individual is not able to express their own views and preferences (eg a young child, someone with dementia), then these should be established with someone who is acting on behalf of the individual (eg parent/guardian)
Significant others	Is used here to mean any person whom the individual wishes to involve in discussions about their mental health needs. This includes a partner, carers, relatives and/or friends but may be other members of the community or other workers such as volunteers, other care practitioners, advocate, interpreter, lawyer, religious representative, police or prison officer

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418a Obtain information about individuals' mental health needs

Performance criteria

You need to show that:

- 1 You explain your role in acting as a point of contact to the individual and significant others in a manner, and at a level and pace, appropriate to them
- 2 You recognise and arrange for additional support for the individual when required
- 3 You create opportunities to develop an effective relationship with the individual by encouraging them to express their needs, preferences, beliefs, opinions and interests, and use these as a basis of interacting with them in the future
- 4 You encourage individuals to express their views on who they wish to be involved in discussions about what they would like to happen
- 5 You reach an agreement with the individual regarding the purpose of gaining information on their mental health needs
- 6 You offer your own views in a manner which acknowledges the individual's views and needs and is likely to be perceived as non-threatening and non-judgemental
- 7 You identify and access other potentially valuable and relevant sources of information on the individual's mental health needs consistent with the individual's wishes and any legal requirements
- 8 You remedy any inconsistencies and gaps in the information available as far as possible and bring these to the attention of those concerned
- 9 You record a summary of the individual's mental health needs in a way that can be used to plan the services to be offered.

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418b Identify and review the preferred options of individuals for addressing their mental health needs

Performance criteria

You need to show that:

- 1 You encourage and support individuals and significant others to explore and clarify their preferred options for addressing the individual's mental health needs
- 2 You discuss whether and how the preferred options and resources identified by individuals and significant others:
 - are appropriate for addressing their mental health needs
 - allow for positive risk taking with due regard to the safety of the individual, significant others and the community
 - are consistent with legal and organisational requirements
 - could be met from available resources
- 3 You work with individuals and significant others to negotiate alternatives where preferred options are inappropriate or do not comply with legal and organisational requirements
- 4 You work with individuals and significant others, other practitioners and organisations to identify alternative options and resources where preferred options cannot be met from available resources
- 5 You make accurate, legible and complete records of the individual's needs and preferred options for addressing these consistent with organisational and professional requirements.

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Review needs, risks and options taking into account legal and other requirements

Performance criteria

You need to show that:

- 1 You analyse:
 - the needs and circumstances of individuals and significant others
 - risks to individuals, families, groups, communities and others
 - priorities and potential conflicts between different needs and interests
 - the impact on others of meeting the individual's needs and preferred options
- 2 You assess options taking into account:
 - legal, organisational and other requirements
 - risks to individuals, significant others, self, other practitioners and the wider community
 - the preferred options of individuals and significant others
 - available and alternative resources
- 3 You work with individuals and significant others to make achievable decisions about options
- 4 You make accurate, legible and complete records of any decisions made with individuals and significant others consistent with organisational and professional requirements

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418d Agree a course of action to meet individual's mental health needs

Performance criteria

You need to show that:

- 1 You identify:
 - areas of agreement and differences of opinion and perspective
 - your legal requirements and duties for individuals with mental health needs and their significant others, for yourself, other practitioners and others
- 2 You assess information from all sources
- 3 You review relevant guidance and frameworks
- 4 You seek advice through supervision when required
- 5 You assess, justify and recommend a course of action, taking into account:
 - information from all sources
 - any legal requirements and duties and their implications
 - your duty to protect and safeguard individuals, families, groups, communities, yourself and other practitioners
 - the needs and preferred options of individuals and significant others
 - risks to individuals, families, groups, communities, self and other practitioners
 - available resources, including creative alternatives
 - your own impact on the process and outcomes
 - unmet need and any risks arising from this
- 6 You agree a course of action with the individual, significant others and those delivering the services, and put in place the necessary arrangements for provision, monitoring and review
- 7 You make accurate, legible and complete records of the agreed course of action for meeting the individual's mental health needs consistent with organisational and professional requirements
- 8 You make complete and accurate records of any gap between the individual's identified needs and the availability of resources and services to meet those needs, including any risk arising from this, and pass these to the appropriate people

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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 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 Policies on equality, diversity, discrimination and promoting the independence/ autonomy of individuals with mental health needs, and any research on their implementation and effectiveness
- 2 Awareness of your own values, prejudices, ethical dilemmas and conflicts of interest and their implications on your practice
- 3 Respect for, and the promotion of:
 - each person as an individual
 - independence and quality of life for individuals, with due regard to the safety of the individual, self and others
 - dignity and privacy of individuals, families, groups and communities
- 4 How to recognise and facilitate each person's use of language and preferred form of communication
- 5 The importance of valuing, recognising and respecting the diversity, expertise and experience of individuals with mental health needs and their significant others
- 6 Maintaining the trust and confidence of individuals and significant others by communicating in an open, accurate and understandable way
- 7 Strategies to challenge discrimination, disadvantage and other forms of inequality and injustice

Legislation and organisational policy and procedures

- 8 UK, country, EU legislation, statutory codes, standards, frameworks, protocols and guidance relevant to mental health practice and related fields, including multi disciplinary and multi organisational practice, data protection and confidentiality of information
- 9 Policies, procedures, protocols and legal requirements for the security and confidentiality of information
- 10 The remit, powers and resources of your organisation and organisations related to your work
- 11 Multi disciplinary and multi organisational assessment frameworks

Theory and practice

The context for services

- 12 Mental health and related policies that impact on your work
- 13 Relevant research, advice and guidelines relating to the impact of discrimination, disadvantage and social exclusion, and the use of authority and control
- 14 The impact and interaction of education, health, housing, income, community resources and community safety on need and preferred outcomes
- 15 Criteria for accessing support or triggering statutory powers in your own and other related organisations

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Knowledge specification for the whole of this unit (continued)

- 16 The range of local mental health resources and services and how to access these
- 17 How effective different kinds of provision are in meeting needs
- 18 How to access and use information and communication technology (ICT) and other electronic systems that may help in the collection and management of information

Working with individuals

- 19 Theories and methods relating to the assessment of need and the identification of preferred outcomes, including the role of negotiation and mediation
- 20 Theories and methods of promoting participation in different circumstances and with different individuals, families and carers
- 21 Methods of mapping resources, strengths, limitations and gaps when assessing need and identifying preferred outcomes and prioritising options

Developing practice

- 22 Lessons learned from both serious failure of service and practice, and from successful interventions
- 23 Approaches to evidence and knowledge based practice
- 24 Approaches to learning that will allow you to transfer your knowledge and skills to new and unfamiliar contexts

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Evidence requirements

- 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 and ALL the knowledge specifications.
- All evidence should relate to real work activities.
- Direct observation by your assessor and/or expert witness is required for some of the performance criteria for every element in this unit.
- In order to meet the evidence requirements, it is likely that a candidate would need to gather evidence from work in relation to more than one individual and over a series of interactions with them.
- The evidence must, at all times, reflect, the policies and procedures of the workplace as linked to current legislation and the values and principles for best practice within the Health and Social Care Sector. This will include National Service Standards for your area of work or client group.

Competence can be demonstrated using a variety of different 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 staff meetings, review meetings, care plans, records and reports.
- **Reflective account:** you describe your actions in a particular situation(s) and reflect on the reason(s) for you practicing in that way, probably in relation to the individuals you work with and their day to day progress.
- **Assignment/project:** you may have already completed an assignment or project (for example during an HNC, NC, VRQ or BTec course).
- **Questioning:** you and your assessor may agree on questions to demonstrate your knowledge, to supplement the knowledge demonstrated through observations 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 included, they must be anonymised.