

Unit 7: Promote Person-Centred Approaches in Health and Social Care

Unit code:	HSC 036
Unit reference number:	Y/601/8145
QCF level:	3
Credit value:	6
Guided learning hours:	41

Unit summary

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to implement and promote person-centred approaches.

This is a mandatory unit in the Edexcel Level 3 Diploma in Health and Social Care (Adults) for England (QCF) and in the Edexcel Level 3 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland (QCF).

Assessment requirements

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Content

1 **Understand the application of person-centred approaches in health and social care**

Person-centred values: individuality; rights; choice; privacy; independence; dignity; respect; partnership

Application of person-centred approaches: applying person-centred planning (PCP) in all aspects of health and social-care work, particularly in relation to vulnerable individuals eg individuals with learning disabilities, physical disabilities, mental health issues, including person-centred thinking skills, total communication, essential lifestyle planning and person-centred reviews; Carl Rogers theoretical background to person-centred counselling; the four key principles of rights, independence, choice and inclusion; reflecting the unique circumstances of individuals; understanding the influence of person-centred values; the importance of individuality; appreciation of individual rights; enabling individuals to make decisions and choices; the importance of privacy; empowering individuals to maintain independence and dignity; treating individuals with respect; respecting individuals' diversity, culture and values; awareness of individual vulnerability eg illness, disability, diminished capability; importance of person-centred values for all aspects of health and social-care work

Care plans: individual plans documenting preferences and requirements for care and support eg care plan, support plan, individual plan; importance of applying a person-centred approach when using care plans; negotiation and consultation in empowering individuals to make decisions and choices in relation to care and support; importance of using plans to document an individual's needs; evaluating plans to assess effectiveness of meeting individual needs; holistic approach to meeting the needs and preferences of individuals; attention to the detail of treatment and individual provision; working with others eg team members and colleagues, other professionals, the individual requiring care and support, families, friends, other people who are important to the individual

2 **Be able to work in a person-centred way**

Work in a person-centred way: working towards person-centred outcomes, eg satisfaction with care, involvement with care, feeling of wellbeing, creating a therapeutic culture; providing the level of support required rather than what services can manage to achieve; working with the individual's beliefs and values; providing for physical needs; having sympathetic presence; sharing decision-making implementing person-centred planning; the application of person-centred values; communicate with individuals to find out their history, preferences and wishes; communicate with others eg team members, advocates, relatives; work in ways that recognise individual beliefs and preferences; importance of working in a non-judgemental way, not discriminating against any individual; ensuring equality and inclusive practice; promoting the independence and autonomy of individuals; empowering

individuals to use their strengths and potential; adapting actions and approaches in response to an individual's changing needs or preferences eg changes in physical condition, changes in treatment needs or in response to individual choices

Complex or sensitive situations: situations which are distressing or traumatic eg bereavement; threatening or frightening eg potentially violent; likely to have serious implications or consequences of a personal nature eg involving confidential information; involving complex communication or cognitive needs eg individuals with communication or learning disabilities

3 **Be able to establish consent when providing care or support**

Capacity to express consent: awareness of the factors which can influence an individual's capacity to express their consent eg mental impairment, physical illness, learning disabilities or language barriers; understanding how to work sensitively with individuals who may have an impaired capacity to express consent eg adapting working approaches, using physical or communication aids, seeking help where necessary

Establish consent: the process of establishing informed agreement to an action or decision with individuals; ensuring individuals have access to the appropriate information; communication skills – verbal, non-verbal and written; active listening; importance of consultation and inclusive communication; respect individuals' choices; listen and respond to individuals' questions and concerns; responding appropriately to any questions and concerns; working to resolve conflicts if consent cannot be established; seeking extra support and advice where necessary

4 **Be able to implement and promote active participation**

Implement and promote: different ways of applying active participation to meet individual needs; working with individuals and others eg team members, other professionals; how active participation can address the holistic needs of an individual eg physical, emotional, spiritual; theories of motivation and changing behaviour; using incentives eg highlighting advantages and benefits of active participation

Active participation: empowering individuals to participate in the activities and relationships of everyday life as independently as possible; the importance of the individual as an active partner in their own care or support, rather than a passive recipient; empowering individuals to participate in their own care; the benefits for individuals of active participation eg physical benefits, increased independence, autonomy and wellbeing; possible barriers to active participation eg learning disabilities, physical disability or language barriers; ways to reduce barriers to active participation eg use of physical, communication or visual aids

5 **Be able to support the individual's right to make choices**

Right to make choices: importance of individual empowerment; universal declaration of human rights; independence and autonomy of individuals; importance of impartiality, being aware of own attitudes, values and beliefs, not allowing personal views to influence an individual's decision-making; awareness of relevant legislation and agreed ways of working that influence individuals' rights eg equality and human rights, disability discrimination

Support the individual: developing respectful relationships; the importance of non-judgemental communication and inclusive information; respect individuals' choices; the use of agreed risk-assessment processes to support individuals in making choices, eg health and lifestyle choices, decisions about treatment or care; awareness of actual or likely danger or harm arising from choices made eg increased vulnerability, impact on treatment or recovery; empowering and supporting individuals to question or challenge decisions concerning them that are made by others; using own role and authority to support the individual's right to make choices eg being confident and assertive, knowledge of relevant legislation and agreed ways of working, being an advocate in supporting an individual's right to choose; importance of inclusive practice and awareness of discrimination issues

6 **Be able to promote individuals' wellbeing**

Wellbeing: spiritual; emotional; cultural; religious; social; political factors

Promoting wellbeing: the importance of individual identity and self-esteem; the links between identity, self-image and self-esteem; understanding emotional literacy; awareness of individuals' feelings; the importance of privacy, maintaining dignity; providing support and encouragement for individuals; respecting the spiritual, religious and cultural beliefs of individuals

Supporting individuals: working in partnership to set realistic and achievable goals; empowering individuals to develop confidence and feel good about themselves; creating and maintaining a positive environment to promote the wellbeing of individuals eg attitudes, activities, surroundings; fostering positive relationships; encouraging open communication; supporting agreed ways of working that contribute to the wellbeing of individuals

7 Understand the role of risk assessment in enabling a person-centred approach

Risk assessment: person-centred approach in communicating risk information; empowering individuals to make informed decisions in relation to perceived risks and consequences; individuals as active participants in decision making; evaluating and appraising advantages and disadvantages eg relating to healthy lifestyle decisions like smoking, drinking and obesity; assessing and considering the benefits and drawbacks eg relating to specific investigations or treatment decisions; calculating risks involved eg in relation to surgical procedures, invasive tests or life-threatening situations; judging decisions eg relating to care and support, end-of-life decisions; reviewing and monitoring progress eg effectiveness of individual care plans; the impact of rights and responsibilities in risk-taking; the importance of accountability; the changing nature of risk-assessment, the importance of regular review in conjunction with changing individual needs

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the application of person centred approaches in health and social care	<p>1.1 Explain how and why person-centred values must influence all aspects of health and social-care work</p> <p>1.2 Evaluate the use of care plans in applying person-centred values</p>		
2	Be able to work in a person-centred way	<p>2.1 Work with an individual and others to find out the individual's history, preferences, wishes and needs</p> <p>2.2 Demonstrate ways to put person-centred values into practice in a complex or sensitive situation</p> <p>2.3 Adapt actions and approaches in response to an individual's changing needs or preferences</p>		
3	Be able to establish consent when providing care or support	<p>3.1 Analyse factors that influence the capacity of an individual to express consent</p> <p>3.2 Establish consent for an activity or action</p> <p>3.3 Explain what steps to take if consent cannot be readily established</p>		
4	Be able to implement and promote active participation	<p>4.1 Describe different ways of applying active participation to meet individual needs</p> <p>4.2 Work with an individual and others to agree how active participation will be implemented</p> <p>4.3 Demonstrate how active participation can address the holistic needs of an individual</p> <p>4.4 Demonstrate ways to promote understanding and use of active participation</p>		

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to support the individual's right to make choices	5.1 Support an individual to make informed choices 5.2 Use own role and authority to support the individual's right to make choices 5.3 Manage risk in a way that maintains the individual's right to make choices 5.4 Describe how to support an individual to question or challenge decisions concerning them that are made by others			
6 Be able to promote individual's wellbeing	6.1 Explain the links between identity, self-image and self-esteem 6.2 Analyse factors that contribute to the wellbeing of individuals 6.3 Support an individual in a way that promotes their sense of identity, self-image and self-esteem 6.4 Demonstrate ways to contribute to an environment that promotes wellbeing			
7 Understand the role of risk-assessment in enabling a person-centred approach	7.1 Compare different uses of risk-assessment in health and social care 7.2 Explain how risk-taking and risk-assessment relate to rights and responsibilities 7.3 Explain why risk-assessments need to be regularly revised			

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____