

HSC350 Recognise, respect and support the spiritual well-being of individuals (Level 3)

Elements of Competence

HSC350a	Identify opportunities to support individuals' spiritual well-being
HSC350b	Provide opportunities that facilitate and support spiritual well-being
HSC350c	Evaluate and report on work that relates to spiritual well-being

About this unit

For this unit you will need to recognise, respect and support people's spiritual well-being.

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.

Key people include: family; friends; carers; others with whom the individual has a supportive relationship.

Preferred method of communication and language includes: 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.

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation (e.g. whether you have responsibility to support the work of others); the individuals, key people¹ and others with whom you are required to work and the degree of autonomy you have for the management of your own work activities.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement², the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. If you are working with children and young people they can be found in the principles of care unit HSC34. If you are working with adults they can be found in HSC35. To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit HSC34 or HSC35 in your practice and through your knowledge.

¹ If you are working with children and young people the term "individuals" covers children and young people and "key people" covers parents, families, carers, friends and others with whom the child/young person has a supportive relationship

² The key purpose identified for those working in health and social care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

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.**

Active support	Support that encourages individuals to do as much for themselves as possible to maintain their independence and physical ability and encourages people with disabilities to maximise their own potential and independence
Individuals	The actual people requiring health and care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers the individual and their advocate or interpreter
Key people	Are those people who are key to an individual's health and social well-being. These are people in the individual's life who can make a difference to their health and well-being.
Others	Are other people within and outside your organisation who are necessary for you to fulfil your job role
Rights	The rights that individuals have to: <ul style="list-style-type: none">• be respected• be treated equally and not be discriminated against• be treated as an individual• be treated in a dignified way• privacy• be protected from danger and harm• be cared for in a way that meets their needs, takes account of their choices and also protects them• access information about themselves• communicate using their preferred methods of communication and language
Spiritual needs	Encompass hope, a quest for meaning and inner peace, a need to be valued and to receive assistance to cope with anxieties and fears
Spiritual well-being	State of wholeness, when every aspect of life is in balance and the person feels confident, creative, fulfilled and integrated, both inwardly and in relation to other people. It is a process of growth and development that gives to the individual meaning, purpose, direction and value in daily life

HSC350a Identify opportunities to support individuals' spiritual well-being

Performance Criteria

You need to show that,

1. you recognise and respect the **individual's** right to **spiritual well-being**
2. you support individuals and **key people** to examine aspects of the individuals' lives that affect their spiritual well-being
3. you communicate with individuals about their spiritual experience and well-being, using their preferred method of communication and language and at a level and pace appropriate to their needs and preferences
4. you support individuals to identify their **spiritual needs** and how and by whom these can be addressed
5. you ensure you do not impose your values and beliefs on **others** when communicating about individuals' spiritual well-being
6. you take action to ensure that the individuals' spiritual well-being is taken account of appropriately in their care plan

HSC350b Provide opportunities that facilitate and support spiritual well-being

Performance Criteria

You need to show that,

1. you identify and access resources and information to support the individuals' spiritual well-being
2. you provide opportunities for individuals to communicate feelings and thoughts related to their spiritual well-being
3. you support individuals to participate in activities and take opportunities to:
 - explore, communicate and express themselves in ways that support their spiritual well-being
 - participate in ceremonies, traditions and practices to support their spiritual well-being without imposing their views and beliefs on other people
4. you work with individuals, key people and colleagues to create an environment that enables individuals' to express aspects of their spiritual well-being
5. you support individuals and colleagues to be involved in the on-going learning of individuals in relation to their spiritual well-being
6. you support individuals to have time, space and privacy for personal reflection

HSC350c Evaluate and report on work that relates to spiritual well-being

Performance Criteria

You need to show that,

1. you support individuals, key people and colleagues in reviewing work relating to individuals' spiritual well-being
2. you encourage individuals, key people and colleagues to contribute to an evaluation of the environment, activities and opportunities to support the individuals' spiritual well-being
3. you support individuals, key people and colleagues to examine and provide feedback on:
 - aspects of the environment that contribute positively to meeting individuals' spiritual well-being and those that could be improved
 - activities and opportunities that best meet an individuals' spiritual well being and those that are less effective
4. you work with individuals, key people and colleagues to make adjustments to the environment, activities and opportunities to better meet individuals' spiritual needs
5. you identify and access any additional expertise required to meet the individuals' spiritual needs
6. you identify the effects on yourself and your own beliefs and values when meeting the spiritual needs of others
7. you record and report your work in relation to the spiritual well-being of individuals, within the context of the care plan, confidentiality agreements and according to legal and organisational requirements

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.**

You need to show that you know, understand and can apply in practice:

Values

1. legal and organisational requirements on equality, diversity, discrimination, **rights**, confidentiality and sharing of information when supporting the spiritual needs of individuals
2. how to provide active support and place the preferences and best interests of individuals at the centre of everything you do, whilst enabling them to take responsibility (as far as they are able and within any restrictions placed upon them) and make and communicate their own decisions about their lives, actions, risks and spiritual needs
3. values and principles included in legislation, UN Charters, Conventions and Covenants, National Service Standards, organisational policies, procedures, protocols and guidance that relate to:
 - the different meanings of spiritual well-being
 - the rights of individuals to live according to their beliefs, provided that these do not entail harm to other people
4. why the experience and expression of spiritual well-being is not confined to beliefs, religious or otherwise, and their observance
5. how assumptions and oppressions that surround different groups affect spiritual well-being
6. ways in which you identify and challenge your own prejudices in relation to the spiritual needs, beliefs and well-being of individuals
7. how information about people's spiritual well-being can be misused by individuals and organisations

Legislation and organisational policy and procedures

8. codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others to support the spiritual well-being of individuals
9. current local, UK and European legislation and organisational requirements, procedures and practices for:
 - data protection, including recording, reporting, storage, security and sharing of information regarding the individuals and their spiritual needs and well-being
 - protecting individuals from danger, harm and abuse
 - enabling individuals to access, use and evaluate services and facilities

10. how to access records and information on the needs, views and preferences of individuals and key people about the individual's spiritual needs and their spiritual well-being
11. policies, procedures, protocols and guidance in your organisation about providing people with opportunities and support in relation to spiritual well-being and practising their beliefs
12. resources that can be used to support spiritual well-being
13. how systems and structures can have an effect on people's rights to the expression of spiritual well-being

Theory and practice

14. how and where to access information and support that can inform your practice about individuals' spiritual needs and well-being
15. theories relevant to the individuals with whom you work, about:
 - spiritual well-being and needs
 - aspects of human growth and development and how these can affect and be affected by an individual's spiritual needs and well-being and how these are provided for
 - identity and self-esteem and how this can be affected by providing for the individual's spiritual needs and well-being
 - conflicts and dilemmas related to differing spiritual needs
16. how power and influence can be used and abused when supporting the spiritual well-being of individuals
17. how to work with and resolve conflicts that you are likely to meet in relation to an individual's spiritual needs and well-being
18. what is meant by and can be included in a definition of spiritual well-being
19. ways in which people communicate about feelings and experiences that may be associated with spiritual well-being
20. the complexity of decisions people make about their spiritual lives
21. ways of enabling people to identify factors that contribute to their own spiritual well-being
22. the range of activities and experiences through which people develop and maintain their spiritual well-being
23. how to work with people when they have experienced or are experiencing spiritual distress
24. how to work with people to encourage them to respect and understand perspectives and beliefs they may not share
25. how to incorporate consideration of spiritual well-being into the process of care planning, implementation and review
26. how to use professional relationships to support and/or promote the individuals' spiritual well-being
27. how to contribute to collaborations and partnerships with relevant key people
28. the range of factors and beliefs, including religious beliefs, that can contribute to spiritual well-being

