

HSC364 Identify the physical health needs of individuals with mental health needs (Level 3)

Elements of Competence

HSC364a Determine the physical health needs of people with mental health needs

HSC364b Agree courses of action with individuals to promote their physical health

About this unit

For this unit you need to identify an individual's physical health needs and their capability, or that of their carer, to address these needs within the limitations and risks of the individual's mental health needs.

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.

Appropriate explanation in relation to: the individual's current state of mental health; the person's personal beliefs and preferences; their age and level of understanding; their cultural and social background; their awareness and understanding of their mental and physical health.

Background information: the individual's medical records; other practitioners; the individual and/or their significant others.

Communicate: speech and language; actions, gestures and body language; space and position; written communication.

Inherent risks for: the individual; significant others; other practitioners.

Interests of the individual in relation to: confidentiality; successful outcome.

Level of risk: the nature of any subsequent intervention; the individual and significant others and their overall health and well-being; evidence from past practice and the interventions concerned; the setting(s) in which interventions will take place; the practitioners involved.

Particular requirements: the individual's mental health needs; the individual's personal beliefs and preferences; the individual's age, sex and physical condition; communication needs; emotional and psychological support; advocacy.

Physical health needs in relation to: a medical condition; physical disability; diet; lifestyle (e.g. exercise, living environment, substance misuse).

Priorities: the target groups for that service; the level of need for an individual to qualify for the service; organisational commitments and priorities; national commitments and priorities.

Services provided by: your own organisation; another agency.

Subsequent action: further assessment; referral; intervention or support; advice and guidance to enable the individual and/or significant others to undertake the appropriate health care.

Support you provide includes: verbal explanation; written information; accompanying the individual or arranging for this to happen.

This is Mental Health standard B1 (February 2003).

HSC364a Determine the physical health needs of people with mental health needs

Performance Criteria

You need to show that,

1. you maintain and update your knowledge about physical health and well-being as and when required
2. you encourage and support individuals and significant others to contribute to the identification of the individual's physical health needs
3. you obtain appropriate and necessary background information about the individual's physical health needs
4. you work with individuals and significant others to identify the individual's physical health needs and their particular requirements
5. your assessment of the individual's physical health needs provides a balanced picture, taking full and appropriate account of:
 - their mental health needs
 - their ability to undertake their own health care
 - the capability of significant others to meet the individual's health care needs
 - any risk to the individual, their carer, family, community or care practitioners
6. you seek advice and support from an appropriate source when the needs of the individual and the complexity of the case are beyond your role and capability
7. you use information on the individual's physical and mental health needs as a whole to inform subsequent action
8. you explain the agency and legislative requirements for sharing information with others
9. you negotiate agreement with the individual and significant others on the information which will need to be shared, and with whom
10. you maintain complete, accurate and legible records of your assessments in a format which allows other practitioners to use them easily
11. you communicate records of assessments only to those authorised to see them in accordance with organisational, professional and legal requirements for confidentiality of personal information

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.**

Significant others

Is used here to mean any individual(s) whom the individual wishes to involve in their care programme. This may include partner, relative and/or friend but also includes other members of the community or other workers such as volunteers, other care practitioners, advocate, interpreter, police or prison officer

HSC364b Agree courses of action with individuals to promote their physical health

Performance Criteria

You need to show that,

1. you communicate with individuals and significant others in a manner that emphasises the two way nature and role of the individual as an informed equal partner in the process
2. you explain the outcomes of the assessment to individuals in an appropriate manner, level and pace
3. you agree the subsequent action to be taken with the individual, based on:
 - the consent and wishes of the individual
 - the information gained from the assessment of the individual's physical health needs
 - input received from different professional roles
 - an evaluation of the level of risk inherent in each option
 - the resources available to meet the individual's physical health needs
 - the priorities of the services involved
4. if required, you agree the need to refer to another practitioner with the individual and give them appropriate support to understand and cooperate with the decision
5. you comply with agreed referral criteria and provide all necessary information when a referral to another practitioner is required
6. you provide appropriate advice and guidance when it is agreed that the individual and/or significant others are capable of undertaking the individual's health care
7. you agree a course of action with the individual and significant others which achieves a balance between the interests of the individual, any inherent risks and the legal duty of care
8. you maintain accurate, legible and complete records of agreements reached with individuals and the resulting actions to be taken
9. you communicate agreements and decisions about meeting the physical health needs of individuals with all those involved in implementing or monitoring the required actions, ensuring consistency with legal and organisational policies on confidentiality

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. the importance of acknowledging your own values and assumptions when carrying out an assessment, and strategies for dealing with these
2. why the individual's views of their own needs should be listened to and due weight given to individual preferences and choices
3. the importance of recognising and valuing difference and diversity
4. who has the right of access to information held on records
5. the rights of practitioners to refuse referrals and the reasons why this might be done (e.g. contract requirements, the assessment may put the individual at risk or not be for their benefit, insufficient resources)

Legislation and organisational policy and procedures

6. relevant individual and mental health specific legislation and how this should inform and guide the assessment of need (such as The Mental Health Act, The Children Act etc.)
7. your legal status and your powers and responsibilities in relation to decision-making and resource-holding
8. the data protection act and its implications for the recording and storing of information
9. your organisational status and your powers and responsibilities in relation to decision-making and resource-holding
10. how the legislative framework affects agency policy, assessment strategies used and information gathered
11. why it is important to record situations in which preferred options are not feasible due to agency policy or resource constraints
12. the policy and procedures to follow in situations where informed consent cannot be obtained
13. the roles, structures and functions of the different agencies to whom referrals may be made
14. how to determine whether a referral is appropriate to services provided by the agency concerned

Theory and practice

15. the principles of needs-led assessment and person-centred planning
16. how an individual's physical and mental health needs may be linked and impact on one another and why it is important to be aware of this (e.g. chest infection in an older person could present as acute anxiety)
17. how routine ageing processes can influence physical health and the impact this can have on mental health needs
18. the background information which is necessary for the assessment to proceed effectively
19. how to integrate and synthesise all of the information about an individual's physical and mental health needs so that they can be considered as a whole and what to do with pieces of information which seem inconsistent with the rest
20. how to determine the subsequent actions which may be necessary depending on the outcomes from the assessment of individuals' physical health needs
21. how to structure assessment records so that they contain all of the necessary information and are suitable for others to use
22. the risks which there may be in various courses of action for the individual and how to assess these realistically
23. how to balance risks, assess individuals' needs, resource availability and service priorities
24. the purpose of agreeing with individuals if a referral to another practitioner is required and how to provide them with sufficient and relevant information for them to give their informed consent
25. the purpose of recording agreements reached with individuals and how to do this effectively
26. methods of communicating assessment information to others balancing the duty of confidentiality, any agreements made with the individual, risks and duty of care

Services:

27. the resources which are available to meet the individual's needs within your own and other services, including specific provision catering for older people.
28. the priorities of the services for different groups and how these affect the services you are able to provide or refer to
29. how to determine whether the individual's needs should be met even if resourcing of the service makes this difficult and what to do in these situations
30. the arrangements which may need to be put into place for further assessment or interventions and the capacity of the service to provide these

31. the quality, quantity and type of information which needs to be provided when making referrals and any differences that arise as a consequence of the information systems used by an agency

Working with individuals

32. how the nature of the relationship between the significant other(s) and the individual may alter the extent to which you ask them to be involved, or the individual would wish for them to be involved
33. how to interpret signs from the individual as to their wishes, although they may not make these explicit
34. how to encourage individuals and their significant others to assess their own needs and the reasons for doing this
35. methods of explaining clearly to individuals and their significant others the outcomes of the assessment
36. the different fears and concerns which individuals and their significant others will have about the assessment and its outcomes and how to recognise and respect these whilst at the same time being open and honest with those concerned
37. how to encourage significant others to support the individual
38. how to interpret the information provided by individuals and their significant others and feed this into the assessment process