|  |  |
| --- | --- |
| Overview | This standard identifies the requirements when you promote participation in agreed therapeutic group activities. This includes planning and preparing the activities in ways that will promote the participation of individuals, preparing and supporting individuals through the activities and contributing to the evaluation of the agreed therapeutic group activities. |

|  |  |
| --- | --- |
| **Performance criteria**You must be able to:*You must be able to:**You must be able to:* | Plan agreed therapeutic group activities to ensure participation1. agree with individuals in the group, the group as a whole and others the purpose of therapeutic group activities
2. agree with all involved the nature and goals of the specific therapeutic group activity
3. obtain information to ensure that you are able to carry out the activity safely and in accordance with instructions from any specialists involved
4. work with individuals and the group as a whole to ensure the activity is consistent with any programme of care or support for individual participants
5. ensure plans are in place to deal with any risks associated with the proposed activity
6. seek advice on how to deal with any areas where you believe there might be problems and conflicts
7. work with the group and others in planning to ensure the activity is inclusive of all participants
8. seek specific help for individuals with particular support needs
9. work with the group and others to make any special arrangements needed to enable individuals with particular support needs to participate
10. arrange the environment, materials and equipment in ways that encourage the full and safe participation of all group members

Promote individuals' participation in agreed therapeutic group activities 1. support each individual to understand the benefits that may be achieved from the therapeutic group activity
2. work with each individual to confirm they understand and agree to take part in the activity
3. ensure that the environment, the group and the individuals are safe from any danger, harm and abuse
4. use risk assessment to ensure that any chosen risks can be undertaken as safely as possible rather than avoided
5. support individuals and the group in ways that encourage their participation and co-operation
6. observe the group and individual members during the activity
7. praise successes of individuals and the group
8. give constructive feedback to help individuals to learn and develop
9. make modifications that are within the scope of your role where the activity is having an adverse effect on individuals or the group
10. seek appropriate help from others where issues, conflicts or disagreements occur that you are unable to deal with
11. complete records and reports about activities, processes and outcomes in accordance with legal and work setting requirements

Evaluate agreed therapeutic group activities1. agree with individuals in the group, the group as a whole and others the methods of evaluating the therapeutic group activity and the participation of those involved
2. support individuals to give feedback on of the activity and its benefits to themselves and the group
3. review with individuals, the group and other appropriate people the learning, development and other benefits that have been achieved
4. identify with individuals and others where goals were found to be unrealistic
5. discuss with individuals and others any different ways of approaching existing activities to maximise benefits and participation
6. make suggestions to relevant people for new activities or modifications where activities are having an adverse effect on individuals or the group and the changes are beyond your remit
7. agree proposals for revised activities with appropriate people before introducing changes
8. make appropriate changes to improve the group activities as agreed with individuals and others
 |

|  |  |
| --- | --- |
| Knowledge and understandingYou need to know and understand:You need to know and understand:You need to know and understand:You need to know and understand:You need to know and understand:You need to know and understand:You need to know and understand:You need to know and understand:You need to know and understand: | **Rights**1. legal and work setting requirements on equality, diversity, discrimination and rights
2. your role in promoting individuals’ rights, choices, wellbeing and active participation
3. your duty to report any acts or omissions that could infringe the rights of individuals
4. how to deal with and challenge discrimination
5. the rights that individuals have to make complaints and be supported to do so

**Your practice**1. legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
2. your own background, experiences and beliefs that may have an impact on your practice
3. your own roles, responsibilities and accountabilities with their limits and boundaries
4. the roles, responsibilities and accountabilities of others with whom you work
5. how to access and work to procedures and agreed ways of working
6. the meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual
7. the prime importance of the interests and well-being of the individual
8. the individual’s cultural and language context
9. how to build trust and rapport in a relationship
10. how your power and influence as a worker can impact on relationships
11. how to work in ways that promote active participation and maintain individuals’ dignity, respect, personal beliefs and preferences
12. how to work in partnership with individuals, key people and others
13. how to manage ethical conflicts and dilemmas in your work
14. how to challenge poor practice
15. how and when to seek support in situations beyond your experience and expertise

**Theory for practice**1. the nature and impact of **factors that may affect the health, wellbeing and development of individuals** you care for or support
2. theories underpinning our understanding of human development and factors that affect it

**Personal and professional development**1. principles of reflective practice and why it is important

**Communication**1. factors that can affect communication and language skills and their development in children, young people adults
2. methods to promote effective communication and enable individuals to communicate their needs, views and preferences

**Health and Safety**1. your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
2. practices for the prevention and control of infection in the context of this standard

**Safe-guarding**1. the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
2. indicators of potential harm or abuse
3. how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
4. what to do if you have reported concerns but no action is taken to address them

**Handling information**1. legal requirements, policies and procedures for the security and confidentiality of information
2. legal and work setting requirements for recording information and producing reports
3. principles of confidentiality and when to pass on otherwise confidential information

**Specific to this NOS** 1. how and where to access information and support that can inform your practice about therapeutic group activities
2. how therapeutic group activities can contribute positively to the health, well-being, behaviour, skills, abilities and development of individuals
3. conditions and impairments that specific therapeutic group activities are designed to address
4. specific outcomes that therapeutic group activities aim to achieve for the group members and the group
5. the purpose of using therapeutic groups activities to promote the health and well-being of individuals and for the promotion of the group
6. the range of therapeutic activities, their appropriateness to the groups with whom you work and how to adapt them to meet individual and group needs
7. methods of observing group activities generally, and specifically for the therapeutic group activities you are using
8. the importance of giving support and providing activities that are consistent with the individuals' abilities, development, skills, preferences and condition
9. the type of criteria and methods to be used when evaluating the effectiveness of therapeutic group activities
10. the philosophy and approach of the therapeutic group activities undertaken
11. how to set up the environment and set up and use any equipment and materials needed for the therapeutic group activities
 |

**Additional Information**

|  |  |
| --- | --- |
| Scope/range related to performance criteria | The details in this field are explanatory statements of scope and / or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOSNote: Where an individual finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates or others who are able to represent the views and best interests of the individual. Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.**Harm and abuse** could include neglect, physical, emotional and sexual abuse, financial abuse, bullying, self harm, reckless behaviour The **individual** is the adult, child or young person you support or care for in your work**Others** are your colleagues and other professionals whose work contributes to the individual’s well-being and who enable you to carry out your roleA **risk** takes account of the likelihood of a hazard occurring and may include the possibility of danger, damage or destruction to the environment and goods; the possibility of injury and harm to people including self-harm, bullying, abuse, reckless behaviour**Support needs** may include support for individuals with disabilities or specific communication needs; this may include using 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, mobility and independence**Therapeutic group activities** may relate to home, work, leisure, education, relationships; they may include reminiscence therapy, relaxation and anxiety management; activities to promote self-awareness and self-esteem; remedial games; social skills training; communication groups; creative therapy; work-related therapy; health-related therapy |

|  |  |
| --- | --- |
| Scope/range related to knowledge and understanding | The details in this field are explanatory statements of scope and / or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.All knowledge statements must be applied in the context of this standard.**Factors** **that may affect the health, wellbeing and development of individuals** may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; harm or abuse; injury; learning disability; medical conditions (chronic or acute); mental health; physical disability; physical ill health; poverty; profound or complex needs; sensory needs; social deprivation; substance misuse  |

|  |  |
| --- | --- |
| Values | Adherence to codes of practice or conduct where applicable to your role, and the principles and values that underpin your work setting including the rights of children and adults.  These include the rights:To be treated as an individualTo be treated equally and not be discriminated againstTo be respectedTo have privacyTo be treated in a dignified wayTo be protected from danger and harmTo be supported and cared for in a way that meets their needs, takes account of their choices and also protects themTo communicate using their preferred methods of communication and languageTo access information about themselves |

|  |  |
| --- | --- |
| **Developed by** | Skills for Care & Development |
| **Version number** | 1 |
| Date approved | March 2012 |
| Indicative review date | August 2014 |
| Validity | Current |
| Status | Original |
| Originating organisation | Skills for Care & Development |
| Original URN | HSC393 |
| Relevant occupations | Health, Public Services and Care; Health and Social Care; Associate Professionals and Technical Occupations; Health and Social Services Officers; Health Associate Professionals; Personal Service Occupations; Healthcare and Related Personal Services |
| Suite | Health and Social Care  |
| Key words | prepare, implement, evaluate, therapeutic |