Unit 35: Working with Families, Carers and Individuals During Times of Crisis

Unit reference number: L/616/7412

Level: 4

Unit type: Optional

Credit value: 7

Guided learning hours: 35

Unit summary

In society today, there are many pressures on families, carers and individuals. These pressures can combine to move a difficult situation to critical. Informal support from networks of friends, neighbours and extended families may be weaker because of geographical distance, time pressures and family break up. At one time, nearby friends or family could be asked to help in times of crisis but these days, with fewer support networks, help has to sometimes be sought from social services, health services and voluntary organisations.

In this unit, you will learn about relevant laws, guidance and ways of working with individuals, carers and families in times of crisis. You will need to show that you can, based on your assessment, develop risk management strategies, assess risks and plan a way forward with those who can support. You will learn how to respond during times of crisis by assessing the seriousness and urgency of requests for action before planning and putting a suitable response into practice. Finally, you will review the outcomes of interventions, analysing the results, to guide future risk management strategies and actions.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
1 Understand relevant legislation, policy and practice when working with families in times of crisis	1.1 Describe current legislation, policies and practice relevant to risk assessment and risk management when working with families in times of crisis
	1.2 Describe legislation and practice relating to the recording, storing and sharing of information
	1.3 Explain the different types of support and intervention available to individuals, carers and families in times of crisis
	1.4 Explain the factors that influence the kinds of support offered
2 Be able to develop risk management strategies when working with individuals, carers and families at times of crisis	2.1 Assess the risk of crisis situations occurring
	2.2 Explain how to encourage and enable the participation of individuals, carers and families during the agreement and review of a risk management strategy
	2.3 Provide opportunities for individuals, carers and families to contribute to the identification and agreement of a risk management strategy
	2.4 Develop a risk management strategy using risk assessments
	2.5 Ensure that activities, roles and responsibilities within a risk management strategy are agreed, clarified and understood by all parties

Learning outcomes	Assessment criteria
3 Be able to respond during times of crisis	3.1 Assess the seriousness and urgency of a crisis situation 3.2 Work with families, carers and individuals to agree the immediate actions to a crisis situation 3.3 Record and communicate the agreed actions, including who will undertake them, in line with organisational procedures 3.4 Implement agreed actions promptly in line with agreed ways of working and assessed seriousness and urgency of need
4 Be able to review actions taken during times of crisis	4.1 Explain how to conduct a valid, reliable and comprehensive review of actions taken 4.2 Evaluate outcomes of actions taken and decisions made 4.3 Use the results of the evaluation to inform future risk management strategies and actions to be taken

Content

What needs to be learned
Learning outcome 1: Understand relevant legislation, policy and practice when working with families in times of crisis

Individual

- Someone requiring care or support

Risk assessment and risk management

- Health and safety legislation, e.g. Health and Safety at Work etc. Act 1974, The Control of Substances Hazardous to Health (COSHH) Regulations 1994 (amended 2002), Human Rights Act 1998, Management of Health and Safety Regulations1999, Equality Act 2010, Care Act 2014.

- Legislation relating to families, e.g. Children Act 1989 (and amendments), Children Act 2004, Safeguarding Vulnerable Groups Act 2006, Protection of Freedoms Act 2012, Children and Families Act 2014, Adoption and Children Act 2002, Children and Young Persons Act 2008, Borders, Citizenship and Immigration Act 2009, Education Act 2011, equality impact assessment (EqIA).

- Legislation relating to carers, e.g. Carers and Disabled Children's Act 2000, Carers (Equal Opportunities) Act 2004.

- Legislation relating to individuals, e.g. Mental Capacity Act 2005 and Deprivation of Liberty Safeguards (DoLS).

- Working Together to Safeguard Children (2015).

- Department of Health Best Practice in Managing Risk 2007 principles and guidance for best practice in the assessment and management of risk to self and others in mental health services.

- Working alone – health and safety guidance on the risks of lone working.

Legislation and practice relating to information recording, storing and sharing

- Legislation, e.g. Data Protection Act 1998, Freedom of Information Act 2000, Common Law Duty of Confidentiality, Health and Social Care Act 2012.

- Practice relating to paper-based information, e.g. use of secure storage facilities, locked cabinets, shredding of papers no longer required, disposing of sensitive waste securely.

- Practice relating to electronic information, e.g. use of secure passwords, not leaving computer screens unattended.

- Sharing of information following the Mental Capacity Act 2005, Human Rights Act 1998 (Article 8 and Section 6), Caldicott Principles 2017.

- Codes of practice relevant to the sector.

Support and intervention available at times of crisis

- Support, e.g. mental health crises alternatives to hospital admission, such as recovery houses with 24-hour support and 'open door' policy, community-based crisis support teams, e.g. crisis intervention for families with key worker support, family mediation, third-sector support such as a telephone helpline.

- Intervention, e.g. Gilliland's Six Step Model to Crisis Intervention, Myer's Triage Assessment System, Roberts' Seven Stage Intervention Model, Assessment, Crisis Intervention and Trauma Treatment model for diffusing the immediate crisis.

What needs to be learned

Factors that influence the kinds of support offered

- Factors, e.g. resource availability, practitioner skills and knowledge, whether services are culturally appropriate, perceived social stigma, any illnesses the individual may have, legal requirements such as appointment of an Independent Mental Health Advocate (IMHA), legal restrictions such as Deprivation of Liberty Safeguards, risk assessment, awareness of the range of available services, levels of dependence of individual, needs and/or preferences of the individual.

Learning outcome 2: Be able to develop risk management strategies when working with individuals, carers and families at times of crisis

Assessing risks

- Identifying risks, level of risk, safeguarding children and vulnerable persons.
- Risk, e.g. from harm, abuse and failure to protect, acceptable and unacceptable risk.

Encourage and enable

- Risk management strategy, e.g. relating to health, social care, safeguarding children and young people, mental health, disability, data protection, diversity, equality and inclusion.
- How to involve an individual in the assessment of their needs.
- Negotiating agreement, e.g. how to deal with challenging, abusive, aggressive or chaotic behaviour.
- How to take account of a child or young person's age and maturity when involving them in assessment.
- How to present information to individuals, carers and families in an appropriate manner and at the correct level and pace.
- How to obtain information from individuals and other agencies in line with protocol.

Provide opportunities

- How to assess an individual's understanding of the services available and their readiness to engage.
- Different methods of enabling individuals, carers and families to participate in the agreement and to review the agreed actions.
- How to facilitate individual, carer and family participation.

Develop a risk management strategy

- Strategy, e.g. relating to health, social care, safeguarding children and young people, mental health, disability, data protection, diversity, equality and inclusion.
- Taking account of concerns raised by, for example, individuals, families, carers, communities, colleagues, other professionals.
- Role of organisation, principal agencies involved.

Activities, roles and responsibilities

- Related to, for example, the individual, carers and families, members of own team, other service providers, agencies, practitioners.

What needs to be learned

Learning outcome 3: Be able to respond during times of crisis

Assessing crisis situations

- Taking account of information on the effectiveness of different actions taken in response to the crisis arising.
- Actions that could be taken to avoid or minimise risk to individuals, families, carers and others.
- Degree of urgency when referring individuals to services.
- Collect feedback on actions from all relevant people and organisations.
- Reflect on your own decisions to follow a particular course of action and the consequences of that action.

Work with families

- Taking into account legislation and organisational requirements in relation to race, diversity and human rights.
- How to decide and agree what action to take and when to take it in a way that is appropriate to the immediate needs of the individual.
- The nature and extent of the crisis, identifying required outcomes and agreeing appropriate responses in line with crisis management plans and procedures.
- Engaging with all participants involved in responding to the crisis, ensuring that all understand their roles and responsibilities.
- Applying procedures for recording discussions, actions and communication.
- Applying procedures for closing a crisis, identifying who has the authority to approve.

Record and communicate

- Taking into account legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality and sharing of information when communicating, recording and reporting with individuals, key people and others.
- Applying methods and ways of communicating that:
  o support equality and diversity
  o support the rights of people to communicate in their preferred way, media and language
  o are ethical and adhere to any codes of practice relevant to your work
  o respect other people's ideas, values and principles
  o ensure people's dignity and rights when identifying and overcoming barriers to communication.

Implementation

- Applying legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality and sharing of information when implementing actions.
- Documenting conflicts, disagreements, unmet needs and any risks associated with actions.
- Maintaining and updating records according to legal, organisational and interagency policies and protocols.

What needs to be learned
Learning outcome 4: Be able to review actions taken during times of crisis

Review of actions taken

- Documenting actions taken.
- Identifying parties that are aware of and have the opportunity to contribute to the review process.
- Enabling individuals, carers and families to express their views on the effectiveness of the actions taken in a frank, honest and constructive manner.
- Conducting the review in an environment that facilitates active participation by individuals, carers and families.
- Summarising the outcomes of the review.
- Accurate, complete and up-to-date recording of the review and decisions taken, stored securely.

Outcomes of actions

- Conclusions reached regarding actions and decisions.
- Results of evaluation put in a format that can be used to inform the service provided to the individual, family and carers and to inform future actions taken in response to crisis situations.

Inform future risk management strategies

- Demonstrating changes to risk management strategies with a view to improving, e.g. service provision, developing a more professional approach roles and responsibilities, communication, avoidance of duplication, use of resources.

Information for tutors

Suggested resources

Books

Dickson F C and Webb L M – *Communication for families in crisis: theories, research, strategies* (Peter Lang Publishing Inc. 2011) ISBN: 9781433111020

Thompson N – *Crisis intervention (Theory into Practice)* (Russell House Publishing Ltd, 2011) ISBN 9781905541676

Yeager K, Roberts A and Yeager K – *Crisis Intervention Handbook: Assessment, Treatment, and Research* (OUP USA, 2015) ISBN 9780190201050

Journals

British Journal of Social Work

Community Care

Journal of Social Work

Websites

www.dementiacare.org.uk	Information about carers, their recognition and services.
www.skillsyouneed.com/ips/active-listening.ht	Skills You Need (2016) – active listening webpage.

Assessment

This guidance should be read in conjunction with the associated qualification specification for this unit.

This unit is internally assessed. To pass this unit, the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria, and the requirements of the assessment strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meets the assessment criteria, centres should follow the guidance given in *Section 8 Assessment* of the associated qualification specification and meet the requirements from the assessment strategy given below.

Wherever possible, centres should adopt an holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

Unit assessment requirements

This unit must be assessed in accordance with the assessment strategy (principles) in *Annexe A* of the associated qualification specification.

Assessment decisions for learning outcomes 2, 3 and 4 (competence) must be made based on evidence generated during the learner's normal work activity. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment, but the final assessment decision must be within the real work environment. Simulation cannot be used as an assessment method for learning outcomes 2, 3 and 4.

Assessment of learning outcome 1 (knowledge) may take place in or outside of a real work environment.