Work in a person centred way
Care Certificate Workbook
Work in a person centred way

Contents

5.1 Understand person centred values
   a) Describe how to put person centred values into practice in your day-to-day work
   b) Describe why it is important to work in a way that promotes person centred values when providing support to individuals
   c) List ways to promote dignity in your day-to-day work

5.2 Understand working in a person centred way
   a) Describe the importance of finding out the history, preferences, wishes and needs of the individual
   b) Explain why the changing needs of an individual must be reflected in their care and/or support plan
   c) Explain the importance of supporting individuals to plan for their future wellbeing and fulfilment, including end-of-life care
5.3 Demonstrate awareness of the individual’s immediate environment and make changes to address factors that may be causing discomfort or distress

a) Take appropriate steps to remove or minimise the environmental factors causing the discomfort or distress

b) Report any concerns you have to the relevant person

5.4 Make others aware of any actions they may be undertaking that are causing discomfort or distress to individuals

a) Raise any concerns directly with the individual concerned

b) Raise any concerns with your supervisor or manager

c) Raise any concerns via other channels or systems e.g. at team meetings

5.5 Support individuals to minimise pain or discomfort

a) Check where individuals have restricted movement or mobility that they are comfortable

b) Recognise the signs that an individual is in pain or discomfort

c) Take appropriate action where there is pain or discomfort
d) Remove or minimise any environmental factors causing pain or discomfort

Support the individual to maintain their identity and self-esteem

5.6

a) Explain how individual identity and self-esteem are linked to emotional and spiritual wellbeing

b) Demonstrate that your own attitudes and behaviours promote emotional and spiritual wellbeing

c) Support and encourage individuals’ own sense of identity and self-esteem

d) Report any concerns about the individual’s emotional and spiritual wellbeing to the appropriate person

Support the individual using person centred values

5.7

a) Demonstrate that your actions promote person centred values including: Individuality, Independence, Privacy, Partnership, Choice, Dignity, Respect and Rights
How to use this workbook

Do you need this workbook?

You need to do all 15 Care Certificate Standards. This workbook is designed to support you to learn about Standard 5. Your manager is responsible for checking your knowledge, understanding and competence in your specific workplace(s).

If you already have a good level of knowledge and experience, you could take an assessment instead and only do sections of the workbook (or sections of our eLearning) that you need to. Your knowledge would be recorded and you can build an evidence portfolio. This will save you and your manager a lot of time. Your organisation may have free or funded access to our assessment system. Check with your manager before you start this workbook. More information can be found at www.CareCertificate.co.uk.

The following symbols refer to actions you should take to achieve the outcomes. There is also an action checklist at the end of this workbook.

Reference “Manager”

We refer to “manager” through the workbook. This may mean something different in your role, for example: supervisor, line manager, coach, buddy, mentor, employer or assessor. This is the person responsible for checking you are competent and confident to work.
5.1 Understand person centred values
Describe how to put person centred values into practice in your day-to-day work

We all have values. A person’s values develop from family and childhood experiences, and as a result of friendships and relationships. Values can be influenced by people in our community, national figures and the media. Person centred values are centred on a person’s unique requirements when receiving care and support.
Working in a person-centred way is about enabling individuals to live their own lives and be as independent as possible. It is about focusing on the individual person’s needs and not just the tasks that need completing.

Putting person centred values into practice enables us to focus our support in a unique way for each individual, putting them at the centre their care and enabling them to have control over their lives.
Person centred planning is a way for individuals to plan for what they want now and in the future, together with the people in their lives who they like and trust. It is based on the following values:

- Everyone has a right to plan their own lives and be at the centre of any planning that is done for them.
- Everyone has a right to be part of their community.
- Everyone has a right to live their lives as they want, and for support to be provided in a way in which they want it.
Using the “six Cs” (Standard 1) is another way to ensure a person is at the centre of their care and support.

1. Care
   Caring defines us and our work and the requirement to meet the needs of the individual.

2. Compassion
   Relates to the way care is provided through relationships based on empathy, respect and dignity.

3. Competence
   The ability of the worker to understand an individual’s health and social care needs respect and dignity.

4. Communication
   Good Communication is essential to successful team work and effective relationships. An individual needs to be listened to and be at the centre of decisions.

5. Courage
   Means having the courage to speak up when we have concerns.

6. Commitment
   Commitment is needed to improve the care, support and experience of the individuals we support.
Describe why it is important to work in a way that promotes person centred values when providing support to individuals

You will need to develop a clear understanding about the individuals you are working with. This includes their needs, their culture, their means of communication, their likes and dislikes, their family and other professionals’ involvement, so you can provide person centred care and support.
Person centred values provide a foundation on which you can base and build your practice. You need to understand what the values are, how you can promote them and why they are important. A value is simply what is important in the life of the person you are supporting.

The values are described in Outcome 5.7a, the last outcome of this Standard.

Working in a way that promotes person centred values is about valuing and respecting individuals. Think about how you would want to be cared for. What would be important to you?

- Do you have different ethnicity or religious beliefs?
- Why do you wear the shoes that you wear?
- Do you choose what you want to wear every day?
- How are you different to your family, friends and neighbours?
- Do you like to eat and drink different things when it suits you because you are hungry or thirsty?
If you ask your family, friends and neighbours about what is important to them and how they would want to be cared for, you would get lots of different answers. This demonstrates how different we all are, even if there are some similarities. This is what gives you your identity and makes you special, unique and different. You have the freedom to make choices every day about how you live your life. Sometimes your choices are restricted for different reasons. These reasons could be your financial situation or because you have to work at certain times or work in partnership with your family to make a contribution towards the support of a family unit.

Your role is to provide support to individuals and enable them to live their lives the way they want to.

The individuals you support may have different circumstances to you but they still have the same rights as you, your friends and family do to make the same choices, and do the same things. The only difference is that some individuals will need more care and support than others in order to help them to achieve their goals. The level of care and support will depend on the individual’s ability and the choices they want to make.
The Social Care Institute for Excellence is known as SCIE.

It is an independent charity, funded by the Department of Health to identify and spread knowledge about good practice to the large and diverse social care workforce.

SCIE aim to reach and influence lots of different people who have responsibility for service delivery in adults’ and children’s social care services. On their website SCIE describe dignity as…

“care that supports and promotes a person’s self”

SCIE says “there are eight main factors that promote dignity in care. Each of these Dignity Factors contributes to a person’s sense of self respect, and they should all be present in care.”
Choice and Control

Enabling people to make choices about the way they live and the care they receive.

Communication

Speaking to people respectfully and listening to what they have to say; ensuring clear dialogue between workers and services.

Eating and Nutritional Care

Providing a choice of nutritious, appetising meals, that meet the needs and choices of individuals, and support with eating where needed.
Pain Management

Ensuring that people living with pain have the right help and medication to reduce suffering and improve the quality of life.

Personal Hygiene

Enabling people to maintain their usual standards of personal hygiene.

Practical Assistance

Enabling people to maintain their independence by providing ‘that little bit of help’.
Privacy
Respecting people’s personal space, privacy in personal care and confidentiality of personal information.

Social Inclusion
Supporting people to keep in contact with family and friends, and to participate in social activities.
SCIE have produced a guide to support people providing care and support. This guide includes a Dignity Challenge explaining what people should expect from a service that respects dignity. To find out more and to find lots of other useful pieces of information to support you in your role, visit SCIE’s website:

http://www.scie.org.uk
5.2 Understand working in a person centred way
5.2a Describe the importance of finding out the history, preferences, wishes and needs of the individual

Working in a person centred way includes finding out what is important to individuals.
You should always **reflect on and celebrate the diversity** of the people you are supporting. There are many reasons why individuals think and act the way they do and only by building up a comprehensive knowledge about these important things, can you help them to fulfil their wishes and needs. This is fundamental to your role.

You can find out about an individual’s history, preferences, wishes and needs by looking at their **Individual Needs Assessment**. This will look at a variety of different things depending on the individual being assessed, for example, physical, emotional, social, spiritual, communication, support or care needs.
Work in a person centred way

The individual will need to be able to trust the person conducting the **Individual Needs Assessment** and be encouraged to use their strengths to feel confident that the process will lead to positive outcomes for them.
A support plan sets out what care or support an individual needs. The Individual Needs Assessment will enable the required care and support to be determined. The support plan will contain lots of information, for example, medical history, family contacts, risk assessments. It is usually written by someone who is specifically competent to do this.

Your role is to make sure you read and work to the requirements of the support plan, to record any changes and to report significant changes. You will need to understand the boundaries of your responsibilities regarding the individuals you support. Your employer may have an organisation structure that will help you to determine the lines of accountability.
5.2b Explain why the changing needs of an individual must be reflected in their care and/or support plan

How many times over a period of a few weeks do you change your mind about certain things? Your wishes and desires will change as you gather more information and change your opinions. For example, you might have a favourite food that you decide to eat every other day but a few weeks later, you could be fed up with this food and want something different.

Just like your needs and desires change, so will those of the individuals you support. Changes could be from a whole range of aspects of the individual’s life. It is important to recognise that as needs change, how the support that is provided will also need to be reviewed regularly to see if any changes or adjustments are required.

You have a responsibility to listen to individuals, to write down any information about change in the support plan, and contact your manager if this is likely to have an impact on the level or type of care and support that is provided.
Explain the importance of supporting individuals to plan for their future wellbeing and fulfilment, including end-of-life care

Supporting an individual to plan for their future **wellbeing** may include the following, their:

- Ability to experience pleasure and enjoyment
- Ability to show warmth and affection
- Ability to make contact with others
- Ability to communicate their needs
- Self-esteem
- Confidence
- Sense of hope

**Fulfilment** is about feeling satisfied, pleased, content, a sense of achievement and success.
The Care Act 2014

...is a single act which puts **wellbeing** at the core of its principles. **Wellbeing** is defined under the Act as being made up of 9 aspects....

1. personal dignity (including treatment of the individual with respect)
2. physical and mental health and emotional wellbeing
3. protection from abuse and neglect
4. control by the individual over day-to-day life (including over care and support provided and the way it is provided)
5. participation in work, education, training or recreation
6. social and economic wellbeing
7. domestic, family and personal relationships
8. suitability of living accommodation
9. the individual’s contribution to society
End of Life care supports individuals to live as well as possible until they die, and to die with dignity. Individuals often need more specialist support at the end of their lives. Knowing what to expect will help you to prepare and support individuals, and support their family and carers.

Skills for Care have produced a guide in partnership with Skills for Health to support workers in the role of caring for people who are dying.
Here is a summary of the principles in this guide;

1. Care and support is planned and delivered in a person centred way.

2. Communication is straightforward, appropriate and timely, and is delivered sensitively.

3. End of life care is provided through integrated working to ensure needs are met.

4. Good, clear and straightforward information is provided to the person and their carers.

5. Regular reviews and effective communication ensure that care and support is responsive to the needs and changing circumstances of people at the end of life, and their carers, including advance care planning.

6. The needs and rights of carers are recognised and acted upon.

7. Employers provide appropriate learning and development opportunities for workers.

You can access this by click [here](#).
Another tool which is widely used is the **Six Steps Programme**. This programme was originally developed for care homes to develop awareness and knowledge of end of life care, but is now widely implemented in other settings throughout the health and social care sector.


The **Six Steps Programme** is based on the steps identified on the next page.
Work in a person-centred way as the end of life approaches.

Step 1
- Co-ordination of care settings
- Communication
- Quality care

Step 2
- Timely verification of death
- Appropriate after death care

Step 3
- Identification of the dying phase
- Review of needs and preferences

Step 4
- Conduct an holistic assessment
- Making best use of resources
- Co-ordination of care

Step 5
- Open and honest communication
- Identifying triggers for discussion

Step 6
- Agreement care plan and regular review of needs and preferences
- Assessing needs of carers
- Co-ordination of working with primary and other health care services

Managing needs at the end of life does not stop at the point of death, the dying phase identification or the last days of life in the care home service. High quality care delivery of care planning and review approaches of the end of life.

Grey Matter Group
Advance Care Planning (known as ACP) is a process of discussion between an individual and the people in their support network.

It usually takes place when it is expected that an individual’s condition is likely to deteriorate and following serious deterioration, the individual may not be able to make decisions or communicate their wishes. This type of plan must be reviewed regularly and will include the type of care and support the individual requires as things change. An ACP plan and discussion is likely to include these questions:

- Do you have any concerns?
- What are your most important values or personal requirements for your care and support?
- What do you understand about your illness?
- What are your preferences about the care or treatment that may be beneficial to you and available in the future?
- Where might you want to be at the end of your life?
- Do you need to make a will?
- What arrangements would you like to be made after death, for example, the funeral, flowers, gifts, donations etc.?
Some individuals will be proactive and feel the need to discuss all of these, whilst others may not wish to discuss it at all.

Individuals can make decisions about medical treatment and procedures which are legally binding, for example, an individual can request that they are not resuscitated if their heart stops.

This will be dependent on the individual’s views and culture and any requirements an individual has must be carefully documented.

Supporting individuals to plan for their future wellbeing and fulfilment, including end-of-life care, can be rewarding and puts the individuals wishes and preferences at the centre of their care.
Demonstrate awareness of the individual’s immediate environment and make changes to address factors that may be causing discomfort or distress
Take appropriate steps to remove or minimise the environmental factors causing discomfort or distress

This could include:

**Noise...**

**Temperature......**

**Light...**

**Unpleasant Odours...**

The quality of an individual’s immediate physical environment can impact on how they feel, behave and cope. Factors which may cause one person discomfort or distress, may have the opposite effect on others.

You need to consider if the individual has the ability to change an environmental factor or communicate with you if it is causing them discomfort or distress. What if there is an unpredictable occurrence? Would the individual be able to understand and cope with the occurrence?

Understanding the individuals you support will help you to take appropriate steps to remove or minimise factors which may cause discomfort or distress.
Noise...

...can fluctuate and a person’s tolerance to noise may also fluctuate. What is an acceptable noise level in the morning may not be acceptable later in the afternoon. Each person is an individual and their opinions will vary on what is acceptable.

This can be particularly challenging if there are numerous individuals in a communal area of a residential home etc. Deafness can also reflect on what an individual feels is acceptable.

Temperature...

...may also fluctuate during the day. Some people feel the cold more than others while some people enjoy sitting in the warm sunshine. Individuals who are unable to move, have restricted movement or are unwell, are more likely to feel the cold than individuals who are moving around and doing things.

Closing a door to prevent a draft or offering an extra blanket can help reduce discomfort or distress caused by the cold. Turning on a fan or sitting in the shade can reduce the discomfort or distress caused by the heat of the sun.

Always ask individuals how they are feeling and if they are unable to communicate, be observant to their body language and use gestures or props to communicate.
**Light...**

...which is too bright or too dim can be adjusted. Being mindful that sunshine through a window can constantly change in brightness and location.

---

**Unpleasant Odours...**

...such as waste products, cleaning products, animals, cooking smells etc. Individuals will have varying sensitivity to odours. A person who is unwell may struggle with cooking smells if their bedroom is next to the kitchen, or cleaning products used in a confined space may cause discomfort or distress but others may find it a pleasant smell. In your **duty of care** to reduce or minimise the environmental factors which effect the **wellbeing** of the individuals you support.

It is important to recognise that everyone will have different needs. **For example**, in a day care centre if you know that a person finds the noise from people playing Bingo distressing, reduce the impact of this and offer them another place to sit until Bingo has finished.
Report any concerns you have to the relevant person

This could include:

- Senior member of staff
- Carer
- Family member

If an individual is experiencing discomfort or distress from their immediate environment, and you are unable to reduce or minimise the impact on the individual, it is best practice to report your concerns.

You can report your concerns to a senior member of staff, carer or family member.
Example

You visit an elderly lady in her own home regularly and she complains of always being cold. She has difficulty moving without someone to support her and sits in her chair for most of the day as she doesn’t like to worry her husband.

You can raise your concerns with the lady’s husband. He does not feel the cold as he is constantly pottering around the home and rarely stays still. Her husband may not realise how cold it gets when you cannot move, he may also be concerned about the price of heating or he may have an extra blanket that his wife can use.

By raising your concerns, the lady’s wellbeing and comfort can be improved and her discomfort can be resolved.

Log all actions in her support plan.

If you need additional support, you can speak to a more senior member of staff or your manager.
Make others aware of any actions they may be undertaking that are causing discomfort or distress to individuals.
Raise any concerns directly with the individual concerned

Have you ever thought about how your actions affect others? You are entering a room and automatically turn the light on, without realising, you disturb the person you are supporting who was happily snoozing in his chair. The person wakes and is grumpy with you, not for waking them but because the light is bright and is hurting their eyes.

All actions have consequences, some are positive and others are negative. You have a responsibility to be aware of what you are doing and how it can impact on the people you support.

It is also your duty of care to raise any concerns you may have if other people’s actions are causing the individuals you support discomfort or distress. A person may not be aware that they are causing discomfort or distress, so you raising your concerns will help improve the individual’s wellbeing and support your duty of care.
You witness a colleague placing an individual’s drink on the table next to them but out of reach. You can see the individual is distressed by not being able to reach their drink.

You move the drink closer for them and at an appropriate time and location, you speak to your colleague in a positive way and making them aware of the impact of their action.

This is a simple example of how to make others aware of their actions and how easily it can be resolved.
Raise any concerns with their supervisor or manager

Sometimes other people’s actions need to be raised with your manager as the implications of what you have observed cannot be quickly and easily resolved or their actions are causing repeated episodes of discomfort and distress to individuals.

Example

Someone you support needs two people to help them get out of bed in the morning. You have completed this manual handling manoeuvre a number of times with the same colleague.

You have noticed that your colleague can be quite abrupt and impatient with the individual, causing them distress and discomfort. You try to make the individual feel better but your colleague is then abrupt with you. You raise your concerns with your manager.

Communication is key in a two person moving and handling manoeuvre as you need to work as a team, the individual is part of this team. It is also not acceptable to speak to the individual or another member of staff in such a manner. You are right to raise your concerns and it is your manager’s duty to act and work with your colleague to improve their communication skills.
Raise any concerns via other channels or systems e.g. at team meetings

At times it is appropriate to raise concerns in team meetings or group discussions. If an individual has recently been in discomfort or distress but you are unsure why or there are no obvious reasons why, a discussion during a team meeting might help work out the reasons.

Other team members who also support the individual may be able to share different experiences or observations. Discussing the individual might put together several different statements and help determine what is wrong.
Example

Sally has learning difficulties and has been distressed for several days now.

Tracy had noticed that Sarah had a new dressing gown.

Helen had commented on the dressing gown being similar to Sally’s dressing gown.

Debbie knew that Sally had lost her dressing gown and is upset.

Talking together in the team meeting, they realised that Sarah was wearing Sally’s dressing gown. Sarah could not communicate this and got distressed every time a carer put the dressing gown on. Both dressing gowns were labelled ‘S. Jones’ and had been recently laundered.

By discussing this as a team, different ‘pieces of the jigsaw’ were put together and the team realised what had happened. Both Sally’s and Sarah’s distress was resolved when the team realised the mix up.

The team have now relabelled Sally and Sarah’s clothing and personal items with their full names to avoid this mistake happening again in the future.
5.5 Support individuals to minimise pain or discomfort
Ensure individuals who have restricted movement or mobility are comfortable

If a person is unable to move or has restricted movement or mobility, how do you know they are comfortable? If they are able to communicate verbally, then it is best practice to ask them. Do not assume a person is comfortable.

Many people with a long-standing condition will be able to advise you on the most effective way to move them or what position they find comfortable, avoiding pain and discomfort as far as possible.

Each person is unique and will find different positions comfortable. Their support plan will provide you with guidance on what positions the individuals find comfortable. If you are unsure, ask the individual and if you are still unsure, speak to your manager or the individual’s key person.

Working together with the individual and others will increase your awareness of their feelings, needs, wishes and preferences regarding their pain management. It is in the individual’s best interests to minimise their pain and discomfort and promote their wellbeing.
Summary

- Ask the individual / Communicate
- Listen to them
- Observe their body language
- Act on your findings

Remember

- Work within their agreed support plan (repositioning and pressure care)
- Respect their dignity and rights
- Work within person centred values
## Recognise signs that an individual is in pain or discomfort

<table>
<thead>
<tr>
<th><strong>Verbal communication</strong></th>
<th><strong>Non-verbal communication</strong></th>
<th><strong>Changes in behaviour</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>They tell you</td>
<td><strong>Facial expressions:</strong> What does their face look like? Are they grimacing or grinding or clenching their teeth? Are they frightened?</td>
<td><strong>Behaviour</strong> that is unusual for the individual or out of character can be displayed in different ways. Behaviours include being agitated, frustrated, confused, anxious, pacing, and calling out, being aggressive or fearful. Some of these behaviour can be alarming and challenging to cope with.</td>
</tr>
<tr>
<td>They moan or groan when you move them or when they move</td>
<td><strong>Actions:</strong> Are they rubbing, pointing or pulling at a particular part of their body?</td>
<td><strong>Ask yourself:</strong> Are they irritable? Crying or tearful? Has their appetite changed? Has their breathing pattern changed?</td>
</tr>
<tr>
<td>They shout or scream at you or others</td>
<td><strong>Body Language:</strong> Are they stiff, or rocking or perhaps guarding part of their body?</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Ability:</strong> What happens when they move? Are they less mobile, or moving differently? Are they pacing, unable to settle for long, restless or fidgeting?</td>
<td></td>
</tr>
</tbody>
</table>
It is important that you are able to recognise the possible indicators of pain or discomfort so that you can minimise or remove the potential causes.

Other Causes

If the person is unable to communicate their pain and distress, there may be others reasons to explain their pain and discomfort. Check to see if they have a temperature, which may indicate an infection, check for physical clues (e.g. have they recently fallen), are they constipated or have they started taking any new medication?
Take appropriate action where there is pain or discomfort

This could include:

- Re-positioning
- Giving prescribed pain relief medication
- Reporting to a more senior member of staff
- Ensuring equipment or medical devices are working properly or are in the correct position e.g. wheelchairs, prosthetics and catheter tubes.

If you have identified someone is in pain or discomfort, it is important to take the appropriate action to help minimise it.

A person with restricted movement or mobility may need help repositioning frequently. A repositioning plan will form part of someone’s support plan and will describe the set intervals at which someone might need to be moved or re-positioned. This ensures that a person is regularly repositioned to reduce pain, discomfort and the risk of pressure sores developing.

Report

If a person’s pain and discomfort cannot be minimised, the pain is getting worse or is changing in its characteristics, you need to report this to a more senior member of staff.
Managing pain is an important part of care. Some individuals are prescribed pain relief and administering this medication may be part of your duties. There are 5 main principles to administering medication;

- Right individual
- Right medication
- Right dose
- Right time
- Right route

Remember to document any medication you administer in the appropriate place. Administering medication is covered in more detail in Standard 13: Health and Safety.

It is also important to ensure equipment or medical devices are working properly. Ensure devices and batteries are charged in accordance with manufacturer’s instructions. Also be aware of where equipment and medical devices are left. Are they in the correct position or place for the next use? Is the individual able to reach it/them?
Remove or minimise any environmental factors causing pain or discomfort. These could include:

**Wet or soiled clothing or bed linen...**

**Poorly positioned lighting...**

**Noise...**

When working with individuals be observant to their changing needs and address any issues with dignity and respect. If bed linen or clothing is wet or soiled, replace with clean linen or support the individual to get changes as soon as possible. Do not leave the individual in pain or discomfort. If you are in a communal or public place, be discreet.

Ensure the wet or soiled clothing or linen is disposed of correctly for washing.

Laundry procedures are described in more detail in Standard 15.
Lighting can impact an individual in various ways. The lighting in a room may be poor, meaning a person is unable to read or see. The lighting can be too bright making a person strain to see or watch the television etc. The sun changes position, ask the individual if they are comfortable or if the lighting needs changing. What they find acceptable at one time in the day, may not be acceptable another time in the day?

Poorly positioned lighting...

Noise (as discussed in 5.3a) can fluctuate and a person’s tolerance to noise can also fluctuate. What is an acceptable noise level in the morning may not be acceptable later in the afternoon. Find out what the people you support find acceptable. Remove or minimise noise in the best way you can to meet the individual’s needs and make their environment comfortable and acceptable. Be observant to their body language and the impact noise has on their wellbeing. This includes the noise from tasks which you need to complete.

Noise...
Support the individual to maintain their identity and self-esteem
Explain how individual identity and self-esteem are linked to emotional and spiritual wellbeing

**Definition**

- **Identity**
  An individual's identity is made up of beliefs, qualities, culture, upbringing and biological make-up. These factors are what makes a person unique.

- **Self-esteem**
  Self-esteem is a person's overall sense of personal value and self-worth.

- **Emotional and Spiritual Wellbeing**
  Emotional and spiritual wellbeing is about how a person feels inside and how this impacts on their thoughts and actions. It is greatly influenced by the community a person is part of and the relationships they have.
An individual’s identity and self-esteem are linked because if they are surrounded by happiness, good things and positive people, then they are more likely to be happy, content and feel able to cope with life.

If they are surrounded by sadness, bad things and interact with negative people, their thoughts and feelings can be influenced and become negative too, this then lowers a person’s self-esteem and as a result could affect the person’s emotional and spiritual wellbeing.

Emotional and spiritual wellbeing is an integral part of mental, emotional and physical health.
Demonstrate that your own attitudes and behaviours promote emotional and spiritual wellbeing

If you are positive when you are around individuals, this will have a direct impact on their emotional and spiritual wellbeing. Promoting an individual’s wellbeing can include:

- Building positive relationships
- Encouraging the individual to participate
- Accepting people for who they are
- Supporting people in a person centred way
- Ensuring individuals feel safe and supported
- Showing respect and listening
If you are negative, abrupt or impatient with the individuals you support, this will have a negative effect on them. It is important to think about your own attitudes, even negative body language can impact on an individual’s emotional and spiritual wellbeing.
Support and encourage individuals’ own sense of identity and self-esteem

You can support and encourage individuals to express and develop their own identity and self-esteem. Find out what makes them happy, what are their goals, what do they like/dislike etc.
Working together you can help individuals appreciate themselves and what they have. Self-esteem isn’t just about having lots of friends or a good job, it is about how a person feels.

Here are some ideas for how you can support individuals:

- **Encourage individuals to take pride in their achievements**
- **Support individuals to acknowledge their faults (we all have faults!)**
- **Help them set realistic goals and expectations**
- **Explain how they can learn from past events and mistakes**
- **Encourage them to explore themselves**
Report any concerns about the individual’s emotional and spiritual wellbeing to the appropriate person

This could include:

- Senior member of staff
- Carer
- Family member

When you are supporting and encouraging individuals to explore and develop their emotional and spiritual wellbeing, you may find some individuals need more support and guidance in this area. If you have any concerns, it is best practice to speak to an appropriate person. This may be a senior member of staff or you manager, it may be the individual’s main carer or a family member.

Record your concerns in their support plan and any action taken. It is important to monitor and observe the individual and record how any intervention has affected them.
5.7 Support the individual using person centred values
Demonstrate that your actions promote person centred values including; Individuality, Independence, Privacy, Partnership, Choice, Dignity, Respect and Rights.
Assumptions should never be made about an individual. They should never have to fit in with you or your employer. Individuals should be allowed and supported to make their own choices.

Care and support needs should be tailored to suit each individual. By preserving the individual’s dignity and individuality, you are showing respect, this includes respecting their personal beliefs.
Allow the individuals you support to do things for themselves, however small. Being independent does not necessarily mean being completely alone, but being supported to do things for themselves.

Take time to enable the individuals you support to be independent. Don’t do things for them because it is quicker. Support them to do things that they can do or almost do. Independence makes people feel in control of their lives and gives them a sense of self-worth.
You will need to understand each individual’s need for privacy and support this in the way you work. The availability of private space will be different in residential care home and home care environments.

Irrespective of which environment, you should always ask permission before entering an individual’s room. Always knock on their door. All visitors must ask permission before entering rooms irrespective of who they are. Close doors when performing personal care but first check the individual is happy with you doing so. Every individual should have time and space to do things in private if they should wish to, for example, meeting friends and family or making phone calls.
Working in partnership with other professionals, with colleagues, families and carers is an essential part of providing care and support. Person-centred care and support is about a whole range of people working together to improve the lives of individuals.

Partnership is all about the person you are supporting and all of the partners involved will need good communication, sharing appropriate information putting the individual’s best interests at the centre of everything that everyone does.
Choice

Each individual you are supporting has the right to make their own choices. It is your job to support them to make these choices by providing thorough information where necessary. This will help them to weigh up the pros and cons of each choice. You must remain unbiased and acknowledge the benefits of their choices.

Never take over because you can do things faster or because you think something should be done a particular way. Always involve the individual in decisions about their care and support. Sometimes individuals can be overwhelmed with choice, for example, individuals suffering from Dementia, may respond better if you ask them a direct question i.e. “would you like a cup of tea?” rather than suggesting several hot drink options that they have to choose from. You will need to be able to communicate and listen well.
Dignity

Dignity is what we feel when we are respected and it is what makes us feel important in society and in our lives. Whether individuals are eating, sleeping, washing, shopping or dying, staff must respect the person’s dignity.

Be aware of the importance of preserving an individual’s dignity, ask them how they wish to be addressed; try not to rush them and take time to listen; use towels or clothing to cover them up when performing intimate care tasks. It is important not to stereotype or make guesses about individuals and their needs.
Respect

Respect is showing an individual you will support them in what they believe is important, whatever their age, culture, disability, gender, belief or sexual orientation. When working with other people or professionals, never ignore the individuals you are supporting. Always include them in the conversation, irrespective of the subject.

Never use a term of endearment, for example, calling an individual “love” or “dear”, without asking them what name they would like to be called. Some people dislike terms of endearment, others will approve as it is part of their everyday language. Either way, we can never assume it is acceptable and it is essential to always check when you first meet.
The people you support have exactly the same rights as when they are living independently. Each individual you support has the right to say no, the right to have a relationship, the right to have a say about how they are supported. They have a right to choose what they eat and when, how they dress and when. They have the right to choose their friends and what they want to do with their time.

You may have to make changes to take an individual’s rights into account. You may have to balance an individual’s rights against your responsibilities and consider if either they or you are at risk. If you are concerned or unsure, check with your manager.
## Your checklist....

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Symbol</th>
<th>Description</th>
<th>Tick</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.3</td>
<td>![Tick]</td>
<td>Demonstrate awareness of the individual's immediate environment and make changes to address factors that may be causing discomfort or distress</td>
<td></td>
</tr>
<tr>
<td>5.3a</td>
<td>![Tick]</td>
<td>Take appropriate steps to remove or minimise the environmental factors causing discomfort or distress</td>
<td></td>
</tr>
<tr>
<td>5.3b</td>
<td>![Tick]</td>
<td>Report any concerns you have to the relevant person</td>
<td></td>
</tr>
<tr>
<td>5.4</td>
<td>![Tick]</td>
<td>Make others aware of any actions they may be undertaking that are causing discomfort or distress to individuals</td>
<td></td>
</tr>
<tr>
<td>5.4a</td>
<td>![Tick]</td>
<td>Raise any concerns directly with the individual concerned</td>
<td></td>
</tr>
<tr>
<td>5.4b</td>
<td>![Tick]</td>
<td>Raise any concerns with their supervisor or manager</td>
<td></td>
</tr>
<tr>
<td>5.4c</td>
<td>![Tick]</td>
<td>Raise any concerns via other channels or systems e.g. at team meetings</td>
<td></td>
</tr>
<tr>
<td>5.5a</td>
<td>![Tick]</td>
<td>Ensure individuals who have restricted movement or mobility are comfortable</td>
<td></td>
</tr>
</tbody>
</table>
## Your checklist continued....

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Symbol</th>
<th>Description</th>
<th>Tick</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.5c</td>
<td>![Tick]</td>
<td>Take appropriate action where there is pain or discomfort</td>
<td></td>
</tr>
<tr>
<td>5.5d</td>
<td>![Tick]</td>
<td>Remove or minimise any environmental factors causing pain or discomfort</td>
<td></td>
</tr>
<tr>
<td>5.6b</td>
<td>![Tick]</td>
<td>Demonstrate that your own attitudes and behaviours promote emotional and spiritual wellbeing</td>
<td></td>
</tr>
<tr>
<td>5.6c</td>
<td>![Tick]</td>
<td>Support and encourage individuals’ own sense of identity and self-esteem</td>
<td></td>
</tr>
<tr>
<td>5.6d</td>
<td>![Tick]</td>
<td>Report any concerns about the individual’s emotional and spiritual wellbeing to the appropriate person</td>
<td></td>
</tr>
<tr>
<td>5.7</td>
<td>![Tick]</td>
<td>Support the individual using person centred values</td>
<td></td>
</tr>
<tr>
<td>5.7a</td>
<td>![Tick]</td>
<td>Demonstrate that your actions promote person centred values including; Individuality, Independence, Privacy, Partnership, Choice, Dignity, Respect and Rights</td>
<td></td>
</tr>
</tbody>
</table>
Well done! You have completed this workbook. What’s next.....

An essential part of the Care Certificate is to assess, evidence and record what you have learnt. You may be entitled to use our assessment and evidence recording system. Your manager is responsible for supporting you with this, observing your practice and ensuring you are competent in your workplace, with the people you support.

Checking your knowledge, competence and practice will be a regular part of your ongoing Continuous Professional Development.

By taking an assessment first, you may find you already have some, most, or all of the knowledge required and you can save time by avoiding repeating subjects and courses unnecessarily.

More information about our resources can be found at www.CareCertificate.co.uk.

Important Copyright Note:

This workbook is provided free of charge by The Grey Matter Group to people providing health and social care to support a blended learning approach towards learning and achieving competence. It is subject to the following criteria:

You cannot copy, reproduce or use any part of this workbook for financial gain or as part of a training event that you are charging for or profiting from. You cannot use this workbook to create eLearning.

You cannot copy any of the images in this workbook as they are used under a license agreement.

We strongly recommend that you use it electronically to save paper.

If you pay to (or are funded to) use our online assessment system, you are welcome to have a free Microsoft Word version of this workbook so you can make changes, personalise it, add your organisation’s details and logo, provided The Grey Matter Group is credited for creating the workbook and our logo remains on each page. For more info email: Support@TGMGroup.net.

Every effort has been made to ensure the information contained in this workbook is accurate. We cannot guarantee completeness or accuracy for all work settings. If you download an electronic version from our website, these will be kept updated as appropriate. We are not responsible for keeping any versions you have previously downloaded and amended up to date.