

Overview

This standard outlines the requirements when you promote, recognise, respect and support individuals' spiritual well-being. This includes identifying ways to support individuals' spiritual well-being and providing opportunities that facilitate and support this. It also includes evaluating and reporting on work that relates to spiritual well-being.

Performance criteria

- You must be able to:*
- Identify ways to support individuals' spiritual well-being
 - P1 clarify your understanding of spiritual well-being and the individual's right to have their spiritual needs met
 - P2 support the individual and key people to communicate aspects of the individual's life that affect their spiritual well-being
 - P3 communicate with the individual about their spiritual experience and well-being at a level and pace appropriate to their preferences and needs
 - P4 support the individual to identify how and by whom their spiritual needs can be addressed
 - P5 ensure you do not impose your own values and beliefs when communicating about the individual's spiritual well-being
 - P6 take action to ensure that the individual's spiritual well-being is taken account of appropriately in their care or support plan and day to day life
 - Provide opportunities that facilitate and support spiritual well-being
 - P7 work with the individual, key people and others to create an environment that enables individuals to express aspects of their spiritual well-being
 - P8 access resources and information to support the individual's spiritual well-being and your own understanding of this
 - P9 contribute to liaising with people and groups in the community who can contribute to the individual's spiritual wellbeing
 - P10 support the individual to take opportunities for exploring and expressing their spiritual life and wellbeing
 - P11 support the individual to participate in ceremonies, traditions and practices that support their spiritual well-being without imposing their views and beliefs on other people
 - P12 support the individual and others to be involved in on-going learning in relation to the individual's spiritual well-being
 - P13 support the individual to have time, space and privacy for personal reflection
 - Evaluate work that relates to spiritual well-being
 - P14 work with the individual, key people and others to evaluate how well the environment, activities and opportunities contribute to the individual's spiritual well-being
 - P15 support the individual key people and others to explore ways in which aspects of the environment, activities and opportunities could be

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further improved to meet the individual's spiritual well being

P16 work with the individual, key people and others to make agreed adjustments

P17 access any additional expertise required to better meet the individual's spiritual needs

P18 reflect on the effects on yourself and your own beliefs and values when meeting the spiritual needs of others

P19 complete records and reports about your work in relation to the spiritual well-being of individuals in accordance with legal and work setting requirements

Knowledge and understanding

You need to know and understand:

Rights K1 legal and work setting requirements on equality, diversity, discrimination and rights K2 your role in promoting individuals' rights, choices, wellbeing and active participation K3 your duty to report any acts or omissions that could infringe the rights of individuals K4 how to deal with and challenge discrimination K5 the rights that individuals have to make complaints and be supported to do so Your practice K6 legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard K7 your own background, experiences and beliefs that may have an impact on your practice K8 your own roles, responsibilities and accountabilities with their limits and boundaries K9 the roles, responsibilities and accountabilities of others with whom you work K10 how to access and work to procedures and agreed ways of working K11 the meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual K12 the prime importance of the interests and well-being of the individual K13 the individual's cultural and language context K14 how to build trust and rapport in a relationship K15 how your power and influence as a worker can impact on relationships K16 how to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences K17 how to work in partnership with individuals, key people and others K18 how to manage ethical conflicts and dilemmas in your work K19 how to challenge poor practice K20 how and when to seek support in situations beyond your experience and expertise

Theory K21 the nature and impact of factors that may affect the health, wellbeing and development of individuals you care for or support K22 theories underpinning our understanding of human development and factors that affect it Personal and professional development K23 principles of reflective practice and why it is important Communication K24 factors that can affect communication and language skills and their development in children, young people adults K25 methods to promote effective communication and enable individuals to communicate their needs, views and preferences Health and Safety K26 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment K27 practices for the prevention and control of infection in the context of this standard Safe-guarding K28 the responsibility that everyone has to raise concerns about possible harm

or abuse, poor or discriminatory practices K29 indicators of potential harm or abuse K30 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties K31 what to do if you have reported concerns but no action is taken to address them Handling information K32 legal requirements, policies and procedures for the security and confidentiality of information K33 legal and work setting requirements for recording information and producing reports K34 principles of confidentiality and when to pass on otherwise confidential information

Specific to this NOS K35 how and where to access information and support that can inform your practice about individuals' spiritual needs and well-being K36 what is meant by and can be included in a definition of spiritual wellbeing K37 ways in which people communicate about feelings and experiences that may be associated with spiritual well-being K38 the complexity of decisions people make about their spiritual lives K39 ways of enabling people to identify factors that contribute to their own spiritual well-being K40 the range of activities and experiences through which people develop and maintain their spiritual well-being K41 how to work with people when they have experienced or are experiencing spiritual distress K42 how to work with people to encourage them to respect and understand perspectives and beliefs they may not share K43 how to incorporate consideration of spiritual well-being into the process of care planning, implementation and review K44 how to use professional relationships to support and/or promote the individuals' spiritual well-being K45 the range of factors and beliefs, including religious beliefs, that can contribute to spiritual well-being

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**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 NOS.

Note: 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.

A care or support plan is a formal plan that must be developed and agreed with the individual and/or those who are able to represent the individual's best interests. It addresses the holistic needs of the individual and contains information on all aspects of that person's care requirements. The care or support plan must underpin the individual's care and support within any health or social care setting.

To communicate may include using the individual's preferred spoken language, the use of signs, the use of symbols or pictures, writing, objects of reference, communication passports, other non verbal forms of communication, human and technological aids to communication

The individual is the adult, child or young person you support or care for in your work

Key people are those who are important to an individual and who can make a difference to his or her well-being. Key people may include family, friends, carers and others with whom the individual has a supportive relationship

Others are your colleagues and other professionals whose work contributes to the individual's well-being and who enable you to carry out your role

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 is a 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

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Scope/range related to knowledge and understanding

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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 o

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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, young people and adults. These include the rights:

To be treated as an individual

To be treated equally and not be discriminated against

To be respected To have privacy

To be treated in a dignified way

To be protected from danger and harm

To be supported and cared for in a way that meets their needs, takes account of their choices and also protects them

To communicate using their preferred methods of communication and language To access information about themselves

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