

Level 3 Senior Healthcare Support Worker

Option 4 - Senior HCSW
(Mental Health Support)

DURATION

18

MONTHS



Senior Healthcare Support Workers help registered practitioners deliver healthcare services to people. As an experienced Support Worker, you carry out a range of clinical and non-clinical healthcare or therapeutic tasks under the direct or indirect supervision of the registered healthcare practitioner.

You provide high-quality, compassionate healthcare following standards, policies or protocols and always acting within the limits of your competence. You may work in a range of services e.g. hospital, community, health or daycare unit, nursing or care home, assessment centre, hospice, school, prison, GP surgery, charity or voluntary organisation; working in partnership with individuals, families, carers and other service providers.

How we deliver this Apprenticeship

This Apprenticeship is delivered on a one to one basis in your workplace by your own dedicated expert Clinical Healthcare tutor.

They will meet with you every month (face to face or virtually) to provide teaching and training to help you develop new knowledge and skills and guide you through the programme.

They will then assess your competence by observing you applying the new skills at work and helping you develop a portfolio of evidence to prove you have met the requirements of the Apprenticeship.

Qualifications included in this Apprenticeship

- Senior Healthcare Support Worker Apprenticeship Standard
- City and Guilds Level 3 Diploma in Healthcare Support

Functional Skills

- Level 2 Functional Skills in English and maths (if required)

Progression

After a period of working and gaining experience, you may be able to work towards an Assistant Practitioner or Nursing Associate post or, providing you meet the entry requirements, apply to university to become a registered healthcare practitioner.

Programme content

The knowledge and understanding you will develop

Health and wellbeing

- How to carry out routine and complex clinical or therapeutic tasks delegated to you, the care plans and delegation protocols used in your organisation
- The types of information you need to collate when obtaining a client history, ways to record and share it
- The indicators for good physical health and mental health in relation to the demographic of individuals you are working with; the importance of fluids, nutrition and food safety; ways to signpost individuals to public health interventions or other services where appropriate
- How to support a person's comfort and wellbeing, the signs of a person whose health and wellbeing is deteriorating or who is experiencing pain or discomfort
- The main types of mental ill-health and their impact on people's lives; indicators for mental capacity, the importance of early diagnosis in relation to cognitive issues; the possible signs of mental ill-health and learning disability in people
- Why external factors, adapting from childhood to adulthood, depression, delirium or the normal ageing process may be mistaken for mental ill-health; how changes in cognition can impact health and wellbeing; how to report changes and deterioration; how to support others to report changes and deterioration, how to escalate changes and deterioration
- How to perform basic life support and use adjuncts to support resuscitation

Duty of care and candour, Safeguarding, Equality, Diversity & Inclusion

- Legislation, policies and local ways of working about duty of care, candour, raising concerns, Safeguarding/protection from abuse, Equality, Diversity and Inclusion; what they mean, why they are important, how to promote them to others
- How discrimination can happen; how to deal with conflicts between a person's rights and a duty of care
- The signs of abuse, what to do if you suspect it, how to reduce the chances of abuse as much as possible

Person-centred care, treatment and support

- Why it is important to gain consent, even when it is difficult; how to undertake risk assessment in enabling a person-centred approach; why it is important to promote 'person-centred care, treatment and support'
- Why it is important to encourage people to be actively involved in their own care or treatment; why it is important to give people choices about their care and to treat people as valuable and unique
- Why safety and clinical effectiveness are important; the importance of managing relationships and boundaries with service users

Communication

- Why it is important to promote effective communication at work; how to communicate with people who have specific language needs or wishes; how to reduce communication problems and respond to complaints; techniques for difficult situations, local guidelines for dealing with abusive behaviour
- How verbal and non-verbal communication may relate to an individual's condition
- Legislation, policies and local ways of working about handling information; why it is important to record and store information

securely and confidentially and support others to do so; e-safety; the audit process and how it relates to your role

Personal, people and quality improvement

- Your responsibilities and duties; the limits of your competence and authority; that of those you supervise; the values of your organisation; legislation, standards, policies, protocols you should adhere to; why it is important to work in ways agreed by your employer
- How to seek feedback, reflect on your actions, how to evaluate your work and create a Personal Development Plan
- The importance of working well with others, your own health, wellbeing, resilience and that of colleagues; who or where to go for help and advice about anything related to your work or people you support; how to supervise others
- Behaviours expected from a role model; the principles of training and mentoring
- The importance of gathering service user views; ways to identify and escalate opportunities to provide a better or more effective service

Health, safety and security

- How to promote health and safety at work; what to do in situations that could cause harm; how to handle hazardous materials
- Move and position people, equipment or other objects safely in line with agreed ways of working
- The meaning of risk /risk assessment; how to recognise risk or hazards, undertake risk assessment, escalate where appropriate, operate safe systems of work
- The importance of a clean workplace; legislation, policies and local ways of working for the prevention of infection; personal hygiene, handwashing; the right use of PPE : gloves, aprons, masks; how infections start and spread; how to clean, disinfect and sterilise

Assist with delegated clinical tasks and therapeutic interventions

- Current legal policy and service frameworks for mental health (eg Mental Capacity Act, Deprivation of Liberty Safeguards and Mental Health Act); the impact they have on interventions including rights of people using services or giving formal or informal support, the role of advocacy
- The range of physiological states that can be measured including body temperature, height, weight, blood pressure, pulse, urinary output, breathing rate, oxygen saturation, and blood sugar levels; the types of equipment used for measuring physiological states in adults, how to check they are in working order
- A range of communication techniques relevant to mental health situations, including dealing with barriers to communication and conflicting opinions, powerful emotions, past experiences, delusions, hallucinations, confusion, stereotypes and assumptions, medication or substance misuse, environment, personality clashes, unrealistic expectations, issues of power or control, cultural differences, overload, organisational dynamics
- The nature of mental health wellbeing; the main forms of mental ill-health according to the psychiatric (DSM/ICD) classification system: mood, personality, anxiety, psychotic, substance-related, eating, cognitive disorders, trauma; positive or negative impacts mental ill health may have: psychological, emotional, practical, financial, social exclusion
- Main interventions in mental health, including their strengths and limitations, adhering to national guidelines; the key principles and factors for choosing them; the benefits of early intervention

Support individuals

- The needs of people with mental ill-health and those supporting them at key stages and through times of change or transition e.g. when they first develop mental health problems, if they go into psychiatric care, over the long term; how and when to refer;

the impact of the individual's mental ill-health on their life, family, friendships, ability to work and actively participate in society a range of coping strategies and skills; sources of specialist support including other services, interpreters, translators, speech therapy, psychologists, advocacy, equipment and communication aids

Risk assessment and risk management

- Risk factors eg risk of harm to self or others, being harmed by others (including mental health services), a range of triggers which may occur and the impact of the environment
- Prevention and risk reduction strategies, including suicide, behaviours which challenge, substance misuse, self-neglect
- Ways to review/protect own mental health and wellbeing

Programme content

The skills you will learn to apply in your work

Health and wellbeing

- Assist registered healthcare practitioners with clinical or therapeutic tasks; follow care plans; notice and report changes
- Gather evidence to assist in obtaining a client history, review health-related data and information
- Promote physical and mental health and wellbeing, providing opportunistic brief advice on health and wellbeing
- Assist with an individual's overall comfort, identify and respond to signs of pain or discomfort
- Recognise issues and deteriorations in mental and physical health, report and respond appropriately, supporting others to do so
- Recognise limitations in mental capacity and respond appropriately
- Perform basic life support for individuals

Duty of care and candour, Safeguarding, Equality, Diversity & Inclusion

- Follow the principles for Equality, Diversity & Inclusion
- Implement a duty of care and candour
- Safeguard and protect adults and children; promote the principles to others

Person-centred care, treatment and support

- Demonstrate what it means in practice to promote and provide person-centred care, treatment and support by obtaining valid consent, and carrying out risk assessments
- Work in partnership with the individual, their carer, families and the wider healthcare team
- Promote clinical effectiveness, safety and a good experience for the individual

Communication

- Demonstrate and promote effective communication using a range of techniques
- Observe and record verbal and non-verbal communication
- Handle information (record, report and store information) in line with local and national policies, keep information confidential and support others to do so; take part in audits

Personal, people and quality improvement

- Act within the limits of your competence and authority; ensure that anyone you supervise acts within theirs
- Take responsibility for, prioritise and reflect on your own actions, work and performance; maintain and further develop your own skills and knowledge, participate in appraisals
- Work as part of a team, seek help and guidance when you are not sure, escalate concerns in a timely manner to the correct person; support or supervise colleagues as required, delegate well-defined tasks appropriately
- Act as a role model; mentor peers; deliver training through demonstration and instruction

Health, safety and security

- Maintain a safe and healthy working environment, take appropriate action in response to incidents or emergencies, following local guidelines
- Move and position individuals, equipment and other items safely
- Undertake risk assessments
- Use a range of techniques for infection prevention and control, e.g. waste management, spillage, hand washing, use of Personal Protective Equipment (PPE)

Assist with delegated clinical tasks and therapeutic interventions

- Assist registered practitioners with delegated mental health tasks and therapeutic interventions in line with current legislation and policy
- Undertake a range of physiological measurements on adults
- Apply specific communication skills to build and sustain relationships with individuals and carers being aware of where barriers may exist; observe and record verbal and non-verbal communication, recognising how it may be relevant to the individual's condition
- Implement strategies to promote mental wellbeing; implement strategies to support individuals with mental ill health
- Identify ways mental health may be affecting an individual's emotions, thinking and behaviour and respond accordingly
- Observe, record and report changes; use proactive approaches to manage behaviour which challenges

Support individuals

- Take an active approach in supporting service users or carers to manage their condition, including during change and transitions, recognising the impact of mental ill health on them and others enable and empower individuals to actively participate in society
- Promote a recovery-based approach enabling the individual to manage their condition

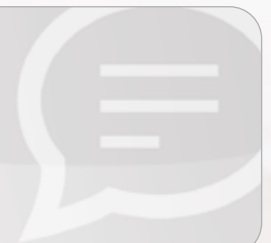
Risk assessment and risk management

- Identify situations when you need additional support to communicate and build relationships
- Involve carers and family members in risk management processes

End Point Assessment

Once you, your manager and your tutor feel you are ready you will be put forward for End Point Assessment. This will be with an external End Point Assessment Organisation of your choice.

The End Point Assessment will include multiple-choice test, observation of practice and a professional discussion. Your dedicated tutor will fully prepare you throughout the programme to ensure you have the confidence and necessary skills to meet the requirements of End Point Assessment.





What Ofsted said about our programmes at our last inspection:

Learners make rapid progress in developing their care skills, with many showing significant improvements from their starting point in a very short space of time

Care, its what we do

For more information contact us at:  029 2079 9133

 www.t2group.co.uk

 info@t2group.co.uk