Common Core Principles

to support self-care

Skills for Health

skillsforcare

Skills for Care is the employer-led strategic body for workforce development in social care for adults in
England. It is part of the sector skills council, Skills for Care and Development.

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Introduction

Social care and health today are less about 'doing to' people and more about working with people, enabling them to make their own choices about what they want, and to support them in achieving these things. Even where this means doing things on behalf of an individual, that person should still be an equal partner in decision-making. More often though, providing care is about helping people to manage their own lives.

Self-care is something we all do every day, usually without really thinking about it. It has been defined as:

> the actions people take for themselves, their children and their families to stay fit and maintain good physical and mental health; meet social and psychological needs; prevent illness or accidents; care for minor ailments and long-term conditions; and maintain health and well-being after an acute illness or discharge from hospital.

Executive summary, CCPs for Self-care, 1st edn

Beyond just focusing on health and wellbeing, self-care incorporates self-management. Self-management means people drawing on their strengths and abilities to manage or minimise the way a condition may limit their life, as well as what they can do to feel happy and fulfilled.

Creating environments in which this can happen means changing how people who need care and support are perceived: from passive recipients to active and equal partners who bring their own expertise about their lives. Professionals no longer control decision-making; rather, their role is to use their expertise to support and enable people to make their own choices.

Achieving this means re-thinking the ways in which care and support are provided, including how we work with people to help them identify their own goals, aspirations, resources, strengths, abilities and needs. This has implications for commissioning and service development as well as for workforce development.

These principles, set out below with their underpinning knowledge and understanding, are designed to support the transition to working with individuals in this way.

Using this document

Bringing about change, particularly transformational change, is always a challenge to organisations. One way to support the implementation of the self-care common core principles is to demonstrate their benefit in helping people to meet their organisational goals. This might include:

■ Promoting health and improving care and support, including prevention

■ supporting the creation of people-focused resources, including new technology

■ creating collaborative mutually beneficial relationships between people being supported and service providers, as well as building networks across organisations that promote integration

■ encouraging innovation and transforming care and support to meet agendas such as building community capacity, integration and personalisation

■ understanding the wishes of individuals, and creating genuine choice in how people live their lives

■ help in setting local targets, and ensuring people's own involvement in monitoring and evaluating their care

■ contributing to national targets for promoting greater independence and wellbeing in later life

■ minimising the costs (financial and personal) of preventable illnesses and dependency, inappropriate admissions and prescribed medication.

Showing how these principles help in achieving local and national targets and priorities means that they can be embedded in key organisational documents such as business cases, monitoring and auditing systems, strategic visions and partnership agreements.

The principles also have practical applications in more specialist areas, as outlined below.

Commissioners can use them to:

■ Help map and meet the needs of populations, responding to demographic changes and increasing expectations

■ develop the capacity and capability of the local community to support self-care

■ create a checklist to ensure services are commissioned in ways that support self-care, independence and personalisation, and are focused on health and wellbeing outcomes

■ help build business cases for commissioning services

■ develop shared priorities and plans with key partners.

Employers can use them to:

■ Promote and develop better quality care and support, including promoting independence, choice and fulfilment

■ ensure that workers have the skills, abilities and attitudes needed to develop self-care and meet individual needs

■ demonstrate the high quality care and support that they provide

■ shape supervision and staff appraisal,

Individuals employing their own care workers can use them to:

■ Identify wishes, priorities and abilities, and design care and support packages that meet these goals

■ embed the principles in job- and person-specifications for   the care they want their workers to provide, and in auditing and evaluating that care and support

■ recruit workers with the necessary knowledge, skills and attitudes

■ shape their supervision and appraisal of their workers.

Leaders and service managers can use them to:

■ Ensure services are consistent with what individuals and carers say they want

■ provide benchmarks of best practice

■ develop their organisational vision and set priorities

■ create partnerships with other organisations.

Workforce development managers can use them to:

■ provide a framework for staff development and service improvement

■ create supervision and appraisal systems that support the principles

■ ensure staff have the skills and support they need to work to the principles

■ design job roles, tasks and job descriptions.

Education and training professionals can use them to:

■ Commission or develop education and training programmes

■ engage with and involve individuals and their carers , to ensure that learning and development truly reflects their needs, wishes and aspirations.

Front line workers can use them to:

■ Help develop truly personalised care plans which individuals own and control

■ challenge practice that is inconsistent with the principles

■ support professional development and self-evaluation

■ increase job satisfaction by helping them to meet individuals' and carers' needs and expectations.

Principles and indicative behaviours

Principle 1
Person-centred practice that engages, supports, encourages and facilitates involvement and helps individuals to make decisions that are right for them.

The worker's practice is informed by the principles of respect, dignity, choice and independence for individuals. It encourages and supports individuals to make decisions based on the experience of their needs and enhanced by appropriate professional support and guidance. Practice is based on a shift of values from professionals 'knowing best' to them supporting and empowering individuals to be in control of addressing their needs.

Indicative behaviours

1.1 Practice is person-centred and empowers individuals to make informed choices.

1.2 Know and understand that an empowering approach to practice has the following elements:

- Dignity and control for individuals
- information and education provided appropriately to individuals
- mutually respectful relationships
- choice
- motivation
- development of self esteem
- development of individuals' confidence and skills.

1.3 Develop skills in supporting self-care and self-management and a practice style that is non-judgmental and respects the rights, privacy and dignity of individuals, promoting choice and independence.

1.4 Understand that by becoming central to the discussion and decision-making about their needs, individuals feel more confident, independent and empowered.

1.5 Demonstrate the ability to find out the history, preferences, wishes and needs of individuals.

1.6 Recognise the importance of being sensitive to personal, religious and cultural beliefs, and understand their impact on individuals' choices.

1.7 Understand and reflect upon the impact that one's own beliefs have on practice and the ability to support individuals' wishes and choices.

1.8 Enable and support individuals to assert their views, control their own lives and make informed choices about the services they receive.

1.9   Understand the potential impact that loss and change have on individuals and carers, and on their ability to engage in active participation and collaborative relationships with a range of professionals, supporting them to cope with change where appropriate.

1.10   Support individuals to manage change and make informed decisions about the support they require, and how to meet the outcomes they have identified.

1.11   Ensure that individual preferences about who takes decisions about different aspects of their needs are respected.

1.12   Support individuals to become motivated to participate in self care.

1.13   Work in partnership, fully involve and consult with individuals to plan their care and sustain care plans to manage their needs, including, where appropriate the agreement of specific goals.

1.14   Support individuals to involve family members, carers and others in self-care, where appropriate.

1.15   Work in partnership with other relevant services to maximise opportunities for self care.

Principle 2
Effective communication enables individuals to identify their strengths, assess their needs, and develop and gain the confidence to self-care.

Workers utilise communication and relationship skills to encourage and support individuals to work with professionals to identify strengths and abilities alongside areas for development, and to find solutions together, building on existing skills.
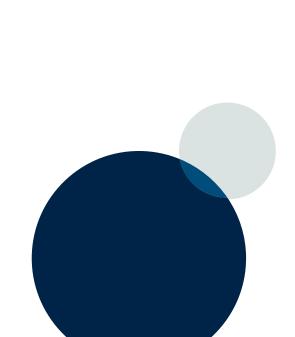
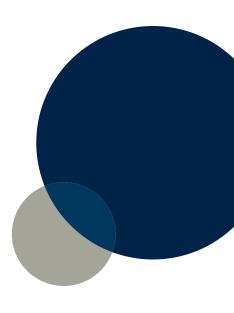| Effective communication is:	and is based on:
■ Non-judgmental	■ Active listening
■ empathetic	■ reflection
■ genuine/authentic	■ self awareness
■ collaborative	■ legitimisation of individuals' views - they have valuable knowledge and experience of their own needs which they can share
■ supportive.	■ support
	■ partnership
	■ respect.

Indicative behaviours

2.1   Demonstrate enhanced understanding, skills and confidence to communicate with individuals to address their needs.

2.2   Ensure that individuals' questions and concerns are heard and responded to in a way that respects their dignity, enhances their ability to make choices and supports their independence.

2.3   Ensure that the boundaries of confidentiality are clearly explained to individuals.

2.4   Communicate effectively on difficult, complex and sensitive issues.

2.5   Support individuals to communicate their needs and choices.

2.6   Identify and develop ways to communicate effectively with individuals with different communication needs and work with them to identify the best forms of communication, seeking advice and support when needed.

2.7   Develop skills which elicit an individual's strengths, areas for development, their own understanding of their self-care needs and their capacity and willingness to self-manage.

2.8   Evaluate communication methods and systems to ensure they respect individuals' right to choice, dignity and independence.

2.9   Communicate effectively with families and carers, where appropriate, about the individuals' needs for self-care, and respond to any conflict of interest in a way that aims to support the rights of all involved.

2.10   Update and maintain accurate records and reports.

Principle 3
For individuals to make well-informed decisions about their self-care they must have access to appropriate information and understand the range of options available to them.

The worker encourages and supports individuals in accessing appropriate information, and where possible provides relevant and evidence-based information in an appropriate manner, providing sufficient options to allow real choice.

Indicative behaviours

3.1   Understand that more informed individuals are more empowered people.

3.2   Understand that individuals need access to good quality and comprehensive information they can understand, as and when they want it .

3.3   Understand the importance of giving guidance and advice on the status and evidence-based quality of information available.

3.4   Support individuals by promoting self-care, helping them feel more in control of their lives through appropriate information, enabling problem solving and self-confidence.

3.5   Find out what information and support individuals want, in what formats and languages they need it and enable access to the right type of information to meet needs.

3.6   Review the information already provided and consider what will be needed in the future to meet needs.

3.7   Provide information about specific needs, and support on how to access it, so that individuals feel confident enough to use it.

3.8   Make good use of local and area resources to help with the sharing and distribution of information, and find ways to make it available to individuals.

3.9   Involve individuals, user-led organisations, lay experts and appropriate local professionals in identifying best practice in approaches to information.
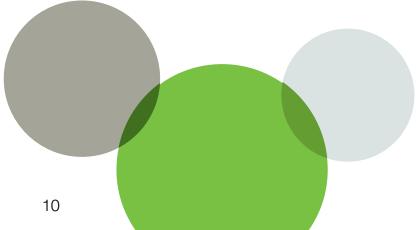
Principle 4
Developing skills and confidence in self-care requires access to a range of learning and development opportunities, formal and informal.

The worker facilitates access to appropriate training and self-care skills development within or outside their organisation in order to develop and support individuals' confidence and competence to self care. The worker also delivers support to individuals in developing self-care and self-management skills.

Indicative behaviours

4.1   Be aware of the range of education and training opportunities available to support development of skills for self-care.

4.2   Ensure that education and training programmes are included in the range of self-care options.

4.3   Work with individuals to identify their learning needs/preferred styles of learning and identify the most relevant training to meet need.

4.4   Support the development of self-care skills and offer individuals self-care support and opportunities for training.

4.5   Support individuals to participate in informal and formal skills training programmes, e.g. Expert Patients programmes, mainstream training (e.g. in the context of the skills needed for managing direct payments or individual budgets), and where appropriate disease-specific self-management programmes.

4.6   Develop learning tools and methods for individuals and groups to support and enable the development of self-care skills.

4.7   Work collaboratively with other professionals or agencies to maximise training opportunities.

4.8   Liaise with local training providers, including user-led organisations, to ensure that the appropriate type of training is developed and provided.

4.9   Enable and support carers to access training relevant to their caring needs.

4.10   Enable individuals and carers to access and evaluate relevant education/training opportunities.

Principle 5
New technology is an important aspect of enabling people to self-care.

The worker has an up-to-date knowledge of the range of assistive technologies available, and ensures relevant equipment and devices are discussed with individuals being supported. Where possible, the worker provides the relevant tools and devices, or otherwise puts individuals in touch with suitable sources of equipment. The worker also engages with individuals to support and enable the use of technology.

Indicative behaviours

5.1 Be aware of the equipment and devices – both technological and non-technological – that can make a significant impact on an individual's ability to live independently.

5.2 Find out from individuals what equipment, devices or technologies have been or would be useful and support them to access them.

5.3 Explore ways of making self-care tools, self-monitoring equipment and assistive technologies available, with informationand support for their use.

5.4 Develop close links with all relevant professionals, organisations and networks to understand what services are provided in respect of equipment, devices and technologies to support self-care and how people can access them.

5.5 Work with other professionals and agencies to ensure individuals have access to the equipment, devices and technology they have identified they need.

5.6 Offer appropriate guidance to enable individuals to gain access to information relating to equipment, devices and technologies as and when they want it.

5.7 Support and enable the use of equipment, devices and technologies.

5.8 Support and enable individuals to maintain equipment, devices and technologies they use, and understand the importance of this in sustaining the capacity to self-care.

5.9 Support family members, carers and others in the use of equipment, devices and technology, where appropriate.

Principle 6
Individuals are enabled to access support networks and participate in the planning, development and evaluation of services.

The worker advises individuals about participation in support networks both to receive from, and give support to, others. The worker promotes and encourages involvement of individuals in the planning, development and evaluation of services they receive, and supports them to organise care packages to meet their self-care needs.

Indicative behaviours

6.1   Assess the support networks which already exist in the locality of practice and identify any gaps in knowledge of them and in their availability and quality.

6.2   Advise and support individuals to join local support groups or networks to receive and give support as necessary.

6.3   Promote the social inclusion of individuals and carers by enabling them to participate in social, economic and cultural activities and networks.

6.4   Enable individuals and carers to evaluate support networks.

6.5   Understand that the best ways to build person-centred services, and improve service design, delivery, outcomes and satisfaction, is to involve individuals in shaping them.

6.6   Listen to and support individuals in sharing valuable knowledge and experience of their needs by involving and consulting with them during the process of planning and developing services and practices.

6.7   Listen to and support carers in sharing their views and expectations of how services should support their caring tasks.

6.8   Involve individuals and carers in the review and evaluation of services and practices.

6.9   Contribute to the best ways of commissioning self-care support approaches to meet people's needs.

6.10   Ensure there are no unnecessary boundaries between agencies and organisations, so that individuals experience a seamless care pathway.

6.11   Contribute to providing access to services in a co-ordinated and consistent way, including health care, social care, benefits, housing, leisure, transport and voluntary and community services.

6.12   Ensure that individuals are at the centre of the package of care, and that they contribute as much as possible to their own needs assessment and care planning, taking account of their needs, wishes and ambitions.

6.13   Support individuals to represent their views and organise their own support, assistance or action for self-care.

6.14   Support individuals who are actively managing and determining their own care package, e.g. managing individual budgets, direct payments, contracts, staff employment, etc.

Principle 7
Risk taking is a normal part of everyday life, so supported risk management and risk taking is an important element of maximising independence and choice.

The worker encourages and supports individuals to make choices about how to live their lives and manage any identified risks. The worker promotes choice and independence while supporting individuals to manage risks proportionately and realistically.

Indicative behaviours

7.1   Carry out risk assessments in a way which:

- Uses a 'why not' approach to ensure that the 'perceived risk' is actually the risk which needs to be managed. Individuals are asked how they think the risks should be managed and what solutions they have

- recognises that risks can also be opportunities

- tests and assesses perceived risks against the likely benefits of individuals taking an active part in the community, learning new skills and gaining confidence

- understands that risk should not be seen as a reason not to do something – risks can be broken down into manageable pieces

- understands that some risks cannot be completely removed or managed, however much support the individual may have.

7.2   Ensure that the right balance is struck between enabling individuals to lead independent and dignified lives with the need to avoid and prevent unnecessary harm to themselves or others, and that procedures for safeguarding are implemented if there is a need for protection.

7.3   Ensure that the potential impact of any risk is fully assessed, and accurate information is recorded which includes the type of risk, its specific nature and context and any actions to be taken to manage the risk.

7.4   Support individuals who want to make the choice to manage the risk.

7.5   Help individuals understand that with rights come responsibilities and the implications of their choices, including any risks.

7.6   Ensure that a clear distinction is drawn between putting an individual at risk and enabling them to manage risks appropriately.

7.7   Work with other workers and across disciplines to develop a common approach to risk taking.

7.8   Work within policies and procedures to support age-appropriate decision making and risk taking.

7.9   Recognise the varying rights of all parties when working with complex situations where there are different views about risk held by the individual, the family, carers (including young carers) or other professionals, to seek agreed solutions

7.10 Work to achieve a balance between managing risks posed to carers' own well-being in their caring role and the needs and rights of individuals.

7.11 Know and understand the legal implications of individuals' choices and risk taking, and seek advice when needed.

Knowledge and understanding for all principles

- Relevant legislation, policy and guidance.

- The social model, concepts of empowerment, and person-centred approaches to assessment, care planning, delivery, monitoring and review of practice and services.

- How to apply the principles of respect, dignity, choice, control and independence to practice.

- The impact that individuals' level of knowledge and understanding of their needs, cultural, religious and personal beliefs and preferences, experiences and use of services, and life context may have on their choices and wishes.

- The impact that the worker's own belief system may have on their ability to develop person-centred practice.

- Approaches to loss and change.

- Approaches to adult and child safeguarding.

- How to balance the needs of individuals, families, carers and relevant others, and how to use conflict resolution approaches where needed.

- The nature, extent and boundaries of their own role and its relationship to others within and outside the organisation.

- Communication approaches and techniques which are person-focused, empathic, non-judgmental and supportive.

- How to communicate effectively with individuals in ways which meet their individual needs, and how to identify and use other resources, if needed, to achieve effective communication.

- The range of information, including different types and formats of information, required to meet diverse needs.

- Methods for effective dissemination of information.

- The range of self-care and self-management tools, their strengths and limitations, how to support individuals to choose those that best meet their needs, and knowledge of how to use them.

- Approaches to learning, development and education which enable individuals to improve their well-being and self-care skills.

- How to contribute to changes in existing structures, systems and services to improve education, learning and training opportunities.

- Methods for evaluating learning, development, education and training opportunities.

- The range of equipment, devices and technologies available and their likely effectiveness to support self-care, and how to support individuals to choose those that best meet their needs, and knowledge of how to use them.

- How to support individuals to access, use and maintain equipment.

- The range of support networks available, how to enable access to them and, where needed, how to identify and use resources for their development.

- Approaches to consultation and participation which ensure individuals' involvement in the design, development and evaluation of services.

- Approaches to risk assessment, risk management and risk taking which are based on the promotion of choice, control, dignity and independence.

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