

3. Professional and legal issues



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3.1. Knowledge of legal frameworks relating to working with children and young people

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Mental health

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Capacity and informed consent

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Data protection

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Equality

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Education

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Resources



Mental health legislation

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Capacity and consent

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Confidentiality

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Data protection

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Equality

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Human rights

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3.2. Knowledge of, and ability to operate within, professional and ethical guidelines

The standards of conduct in this document are expected of all practitioners. It applies to a wide range of professionals as well as those who do not have a core profession (but who would be expected to follow the internal operating procedures of their organisation).

An ability to draw on knowledge that ethical and professional guidance represents a set of principles that need to be interpreted and applied to unique situations

An ability to draw on knowledge of mental health legislation relevant to professional practice

An ability to draw on knowledge of the relevant codes of ethics and conduct that apply to all professions, and to the profession of which the worker is a member

An ability to draw on knowledge of local and national policies in relation to:^c

capacity and consent

confidentiality

data protection

Autonomy

An ability for professionals to recognise the boundaries of their own competence and not attempt to practise an intervention for which they do not have appropriate training, supervision or (where applicable) specialist qualification

An ability for professionals to recognise the limits of their competence, and at such points:

Sharing information to maintain safety

An ability to draw on knowledge that it is appropriate to breach confidentiality when withholding information could:

place an individual at risk of significant harm (e.g. family members/ carers, significant others, professionals or a third party)

prejudice the prevention, detection or prosecution of a serious crime

lead to an unjustified delay in making enquiries about allegations of significant harm to others

An ability to judge when it is in the best interest of the person to disclose information, taking into account their wishes and views about sharing information, and holding in mind:

that disclosure to professionals or the police when it prevents a serious harm to the person

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Ability to advocate for users of services

An ability to work with others to promote the health and wellbeing of users of services, their families/carers and significant others (if relevant) in the wider community, by, e.g.:

listening to their concerns

involving them in plans for any interventions

maintaining communication with colleagues involved in their care

An ability to draw on knowledge of local services to advocate for users of services in relation to access to health and social care, information and services

An ability to respond to complaints about care or treatment in a prompt, open and constructive fashion (including an ability to offer an explanation and, if appropriate, an apology, and/or to follow local complaints procedures)

an ability to ensure that any subsequent care is not delayed or adversely affected by the complaint or complaint procedure

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3.3. Knowledge of, and ability to work with, issues of confidentiality and consent

1. I understand the importance of confidentiality and consent in my work.

2. I know how to obtain informed consent from patients.

3. I know how to handle confidential information.

4. I know how to handle confidential information.

5. I know how to handle confidential information.

6. I know how to handle confidential information.

7. I know how to handle confidential information.

8. I know how to handle confidential information.

Knowledge of policies and legislation

1. I know the policies and legislation relating to confidentiality and consent.

2. I know the policies and legislation relating to confidentiality and consent.

Knowledge of policies and legislation

1. I know the policies and legislation relating to confidentiality and consent.

Knowledge of policies and legislation

1. I know the policies and legislation relating to confidentiality and consent.

Knowledge of parental rights and responsibilities

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Ability to gain informed consent to an intervention from children/young people and their parents/carers

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	<p>1. The first step is to identify the problem or issue that needs to be addressed. This involves gathering information and understanding the context of the situation.</p>
	<p>2. Next, it is important to define the objectives and goals of the project. This helps to focus the efforts and provides a clear direction for the team.</p>
	<p>3. Once the objectives are defined, the next step is to develop a plan of action. This involves identifying the tasks that need to be completed and the resources required to complete them.</p>

Sharing information to maintain safety

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3.4. Ability to work with difference

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Stance

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Knowledge of the significance for practice of specific beliefs, practices and lifestyles

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Ability to communicate respect and valuing of people

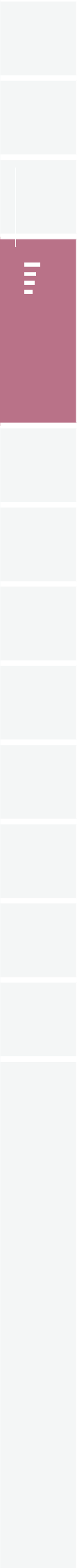
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Ability to gain an understanding of the experience of specific beliefs, practices and lifestyles

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Ability to adapt communication

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Exercício 1

Exercício 1

Exercício 2

Exercício 2

1. A ab... da... ed e... a... a ad ca... d... ec... da d, e a... e... da d... da ce... ec... e... ec... d... e

2. A ab... da... ed e... ca... ge... a d... c... e... ad :

Exercício 3

Exercício 3

1. A ab... da... ed e... c... d... ec... a... e... c... c... d... ec... a... e... de... a... e... c... c... d... ec...

2. A ab... da... ed e... e... ba... e... ea... de... ca... a... c... d... e / ... e... ea... da... ve... / ca... e... ca... e... e... ca... e... a... va... a... d... e... e... e... ea... d... ea... e... ca... e... e... a... e...

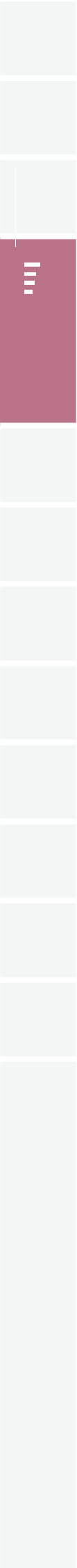
3. A ab... da... ed e... e... ce... a... a... a... c... d... ce... da... a... ac... a... a... e... a... c... a... e... c... e... e... da... e... ec... c... d... e... a... d... e... ee... a... d... e...

4. A ab... da... ed e... a... a... e... e... a... d... e... ce... e... e... d... be... c... a... e... e... ed... a... d... d... be... da... d... ed... e... d... d... a... e... e... ec... c... d... e... a... d... e... a... / ca... e...

Exercício 4

Exercício 4

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3.7. Ability to make use of supervision

Supervision is understood differently in different settings. Here, it is defined as an activity that gives practitioners the opportunity to review and reflect on their clinical work. This includes talking about areas that the practitioner may experience as difficult or distressing. Usually supervisors will be more senior and/or experienced practitioners, though peer supervision can also be effective.



This definition distinguishes supervision from line management or case management.

An ability to hold in mind that a primary purpose of supervision and learning is to enhance the quality of the treatment received by users of services

Ability to work collaboratively with the supervisor

An ability to work with the supervisor to generate an explicit agreement about the parameters of supervision (e.g. setting an agenda, being clear about the respective roles of supervisor and supervisee, the goals of supervision and any contracts that specify these factors)

Capacity for self-appraisal and reflection

An ability to reflect on the supervisor's feedback and to apply these reflections in future work

An ability to be open and realistic about your capabilities and to share this self-appraisal with the supervisor

An ability to use feedback from the supervisor to further develop the capacity for accurate self-appraisal

Capacity for active learning

An ability to act on suggestions for relevant reading made by the supervisor, and to incorporate the material into practice

An ability to take the initiative over learning, by identifying relevant papers or books based on (but independent of) supervisor suggestions, and to incorporate the material into practice

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Ability to use supervision to reflect on developing personal and professional roles

An ability to use supervision to discuss the personal impact of the work, especially where this reflection is relevant to maintaining the likely effectiveness of the work

An ability to use supervision to reflect on the impact of the work in relation to professional development

Ability to reflect on supervision quality

An ability to reflect on the quality of supervision as a whole, and (in accordance with national and professional guidelines) to seek advice from others where:

there is concern that supervision is below an acceptable standard

where the supervisor's recommendations deviate from acceptable practice

where the supervisor's actions breach national and professional guidance (e.g. abuses of power and/or attempts to create dual (sexual) relationships)

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