



Healthcare Play Specialist Education Trust
and
National Association of Health Play Specialists

Health Play Specialist

Standards of Proficiency

Professional Standards

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Standards of Proficiency

Foreword

We are confident that these standards are fit for purpose and reflect safe and effective professional practice for Health Play Specialists.

These standards have been approved by the National Association of Health Play Specialists and the Healthcare Play Specialist Education Trust and are effective from 5 January 2019.

Introduction

This document sets out the Professional Standards for registered Health Play Specialists and will demonstrate the required professional skills and expertise. These standards set out the skills, knowledge and understanding required to provide and deliver safe and effective practice for the purpose of safeguarding the public. They set out what the Health Play Specialist and the student must know, understand, and adhere to during the course of their practice.

These standards are linked to the Code of Professional Conduct. For re-registration, the practitioner will be required to sign that they adhere to both the Code of Professional Conduct and the Professional Standards.

These standards aim to help registered Health Play Specialists, employers and stakeholders identify good practice in key areas of work. The standards give an overview of the expected competencies of individual professionals in delivering quality play services to sick children throughout their healthcare journey.

The standards are numbered so that you can refer to them more easily. The standards are not hierarchical and are all equally important for practice.

A note about our expectations of you

HPSET and NAHPS are committed to the registration process of all qualified Health Play Specialists, in order to promote public trust and confidence and continued professional development.

As a registered Health Play Specialist, you are required to read, understand and adhere to the Professional Standards and the Code of Professional Conduct whilst undertaking your practice.

The standards set out in this document complement information and guidance issued by your employer/organisations.

Your scope of practice

Children's psychology differs from that of adults and changes as they grow and develop. Children experience a different range of diseases and disorders to those commonly seen in adults, including mental health conditions. This includes a higher proportion of rare, often complex, congenital and inherited disorders.

HPSET, in partnership with the University of West London, currently provides the Foundation Degree award in Healthcare Play Specialism. This level 5 qualification is recognised as a requirement for application for

professional registration with the Healthcare Play Specialist Education Trust (HPSET) and a licence to practice as a registered Health Play Specialist. The Foundation Degree in Healthcare Play Specialism and professional registration together form the recognised qualification and standard for working in the National Health Service and in all areas throughout the child's healthcare journey. Previously recognised qualifications in the field of hospital play are still valid and it is expected that all registered Health Play Specialists will comply with the national standards of practice.

Registered Health Play Specialists are trained to work with children from birth to young adulthood, throughout their healthcare journey. Play is at the centre of a child's life and is accepted as vital to healthy growth and development and a natural part of childhood, which enables children to explore and make sense of the world they live in. For children and young people who undergo medical and surgical procedures, access to play carries greater significance. Registered Health Play Specialists utilise play and recreation as important tools in providing a safe therapeutic and holistic environment for babies, infants, children, young people and families

The Health Play Specialist recognises that without the provision of supervised play environments, play opportunities can be limited, leading to restriction or regression in normative development across all age groups.

Your scope of practice refers to the areas of work in which you have the knowledge, skills and experience to practise lawfully, safely and effectively, in a way that protects the public and yourself from any danger.

We recognise that a registrant's scope of practice will change over time and that the practice of experienced registrants often becomes more focused and specialised than that of newly registered colleagues. This might be because of specialisation in a certain area or with a particular patient group, or a movement into roles in management, education or research. Every time you renew your registration with HPSET you will be asked to sign a declaration that you continue to meet the standards of proficiency that apply to your scope of practice.

These standards may change in the future

We may make further changes to the Professional Standards in the future to take into account changes in practice and as we work towards mandatory registration. We will always publicise any changes to the standards that we make by publishing notices on our website:

<https://hpset.org.uk/>.

STANDARDS OF PROFICIENCY

The registered Health Play Specialist must:

1. Be able to practise safely and effectively within their scope of practice.

1:1 Know the limits of their practice and when to seek advice or refer to another professional.

2. Be able to practise within the legal and ethical boundaries of their profession.

2:1 Understand the need to act in the best interests of babies, infants, children, young people and their families/carers at all times.

2:2 Understand what is required of them for registration by HPSET.

2:3 Understand the need to respect and uphold the rights, dignity, values, and autonomy of all service-users; including general and therapeutic play for maintaining health and wellbeing.

2:4 Recognise that relationships with all service-users should be based on mutual respect and trust, and be able to maintain high standards of care, even in situations of personal incompatibility.

2:5 Know about current legislation applicable to the work of their profession.

2:6 Understand the effect of legislation on the delivery of care.

2:7 Be able to exercise a professional duty of care.

2:8 To embed the 6C's of value-based care into daily practice:

<https://www.england.nhs.uk/leadingchange/about/the-6cs/>

3. Be able to maintain fitness to practice.

3:1 Understand the need to maintain high standards of personal and professional conduct.

3:2 Understand the importance of maintaining own health and well-being.

3:3 Understand both the need to keep skills and knowledge up-to-date through appropriate CPD activities and continued professional registration through HPSET.

3:4 Ensure all mandatory training is undertaken according to local policy.

4. Be able to practise as an autonomous professional, exercising own professional judgement.

4:1 Be able to assess a professional situation, to determine the nature and severity of a problem, and to act within your professional scope of practise at all times.

4:2 To be able to initiate, continue, modify and cease play, based on the developmental needs of the child, using normalising interventions, preparation, distraction and post procedural play techniques.

4:3 Be able to apply a range of creative and imaginative play techniques to improve the patients experience and wellbeing.

4:4 Be able to work with babies, infants, children and young people using coping strategies in order to minimise distress and anxiety during clinical procedures.

4:5 To facilitate choice and control through patient-centred care, using play-based techniques that support positive outcomes.

4:5 Be able to work in partnership with other professionals to ensure that clinical procedures are planned and managed, enabling a consistent and compassionate approach by the team.

4:6 Be able to guide the child and young person's understanding of their condition using a range of play interventions to enable them to learn the sensory and concrete information they need to prepare for lifestyle changes and any treatment or procedure.

4:7 Recognise that you are personally responsible for, and must be able to justify, your decisions.

4:8 Be able to make and receive appropriate referrals.

4:9 Understand the importance of participation in training, supervision and mentoring.

4.10 To undertake training and education in mentorship in order to support the practice element of the training program.

4:11 To support members of the play team and other professionals to understand the needs and preferences of children and young people and how play and health services impact on their care.

5. Be aware of the impact of culture, equality and diversity on practice.

5:1 Understand the requirement to adapt practice to meet the needs of different groups and individuals.

5:2 Understand the specific local context of practice, including the socio-cultural diversity of the community.

5:3 Recognise the socio-cultural and environmental issues that influence the context within which people live and work.

5:4 Recognise the effect of inequality, poverty, exclusion, identity, social difference and diversity on occupational performance.

6. Be able to practise in a non-discriminatory manner.

1:1 To remain fully compliant with local policies and procedures, ensuring you adhere to the professions Code of Conduct at all time.

7. Understand the importance of and be able to maintain confidentiality and data protection according to current legislation.

7:1 To read, understand, and comply with Data Protection requirements, being aware of the restrictions on sharing of data and personal information using any form of communication or social media.

7:2 Be able to recognise and respond appropriately to situations where it is necessary to share information to safeguard babies, infants, children, young people and their families/carers or the wider public.

8. Be able to communicate effectively.

8:1 Be able to demonstrate effective and appropriate verbal and non-verbal skills in communicating information, advice, instruction and professional opinion to all service-users, colleagues and others.

8:2 Understand how communication skills affect assessment and engagement of all service-users, and how the methods of communication should be modified to address and take account of factors such as age, capacity, learning ability, physical ability and English as an additional language.

8:3 Be able to select, move between, and use appropriate forms of verbal and non-verbal communication with service-users and others.

8:4 Be aware of the characteristics and consequences of verbal and non-verbal communication and how this can be affected by factors such as age, culture, ethnicity, gender, socio-economic status and spiritual or religious beliefs.

8:5 Understand the need to assist the communication of service-users, such as an appropriate interpreter, assistive technology and other support systems.

8:6 Recognise the need to use interpersonal skills to encourage the active participation of service-users.

9. Be able to work appropriately with others.

9:1 Be able to work in partnership with service-users, other professionals and organisations.

9:2 Understand the need to build and sustain professional relationships as both an independent practitioner and collaboratively as a member of a team.

9:3 Understand the need to engage service-users in planning and evaluating therapeutic play techniques to support treatments and interventions to meet their needs and goals.

9:4 Be able to contribute effectively to work undertaken as part of a professional team.

9:5 Understand the need to work collaboratively with those who provide services in and across different sectors.

9:6 Understand the value of enabling and empowering all service-users with the aim of enhancing their access to all services and opportunities which are available to them.

10. Be able to maintain records appropriately.

10:1 Be able to keep accurate, contemporaneous, comprehensive and comprehensible records in accordance with applicable legislation, protocols and guidelines.

10:2 Recognise the need to manage records and all other information in accordance with applicable legislation, protocols and guidelines.

11. Be able to reflect on and review practice.

11:1 Understand the value of reflection on practice and the need to record the outcome of such reflection.

11:2 Recognise the value of supervision and other methods of reflecting on and reviewing practice.

11:3 Be able to recognise the potential of play in new and emerging areas of practice.

12. Be able to assure the quality of their practice.

12:1 Be able to engage in evidence-based practice, evaluate practice systematically and participate in audit procedures.

12:2 Be able to gather information, including qualitative and quantitative data, that helps to evaluate the responses of service-users.

12:3 Be aware of the role of audit and review in quality management, including quality control, quality assurance and the use of appropriate outcome measures.

12:4 Be able to maintain an effective audit trail and work towards continual improvement.

12:5 Be aware of, and be able to participate in, quality assurance programs where appropriate.

12:6 Be able to evaluate play plans using recognised outcome measures and revise the plans as necessary.

13. Understand the key concepts of the knowledge base relevant to their profession.

13:1 Understand and be able to apply the theoretical concepts underpinning play and the development of children.

13:2 Be able to understand and analyse general and therapeutic play, and their relation to, and effect on, health and wellbeing.

13:3 Create and maintain an age and developmentally appropriate and safe environment for service-users, where they can access a range of therapeutic play activities,

13:4 Understand the need to identify and assess occupational, physical, psychological, cultural and environmental needs and problems of service-users.

13:5 Be aware of social, environmental and work-related policies and services and their effect on human needs within a diverse society.

13:6 Recognise the value of the diversity and complexity of human behaviour through the exploration of different physical, psychological, environmental, social, emotional and spiritual perspectives.

13:7 Understand the concept of leadership and its application to practice.

13:8 Recognise and utilise the role of other professions.

14. Be able to draw on appropriate knowledge and skills to inform practice.

14:1 Be able to change practice as required to take account of new developments or changing contexts.

14:2 Be able to appropriately conduct general and therapeutic play to support procedures, treatments, therapy or other actions safely and effectively.

14:3 Be able to undertake and record a thorough, sensitive and detailed assessment.

14:4 Be able to gather and use appropriate information.

14:5 Be able to select appropriate play activities, taking into account the particular therapeutic needs of service-users.

14:6 Be able to develop or modify play activities for service-users, to build on their abilities and enhance their experience.

14:7 Be able to use research, reasoning and problem-solving skills to determine appropriate action to inform own practice.

14:8 Know how to meet the social, psychological, and physical health-based play needs of service-users across a range of practice areas.

14:9 Be able to use information and communication technologies appropriate to practice.

14:10 Be able to write and deliver appropriate play plans including specific and timely reviews.

14:11 Understand the need to agree goals and priorities of general and therapeutic play in partnership with other professionals.

14:12 Be aware of the full range of general and therapeutic play activities and how these should reflect the needs of service-users.

14:13 Be able to analyse, develop or modify play techniques and environments to meet the needs of service-users.

14:14 Know how to meet the social, psychological and physical health-based play needs of service-users.

15. Understand the need to establish and maintain a safe practise environment.

15:1 Understand the need to maintain the safety of all service-users and those involved in their play.

15:2 Be aware of health and safety legislation, and any relevant safety policies and procedures enforced in the workplace, such as incident reporting, and be able to act in accordance with these.

15:3 Be able to work safely, including being able to select appropriate hazard control and risk management, reduction or elimination techniques in a safe manner, and in accordance with health and safety legislation.

15:4 Be able to select appropriate personal protective equipment and use it correctly.

15:5 Be able to establish safe environments for play, which minimise risks to service-users and those working with them, and others, including infection control.

15:6 Know and be able to apply appropriate moving and handling techniques.