

Recommended Summary Plan for Emergency Care and Treatment (ReSPECT) Competencies NHS Ayrshire & Arran

Competencies are defined at 3 levels:

Skilled: Health and care professionals who support people with chronic health conditions and staff who may need to respond to a health emergency.

Enhanced Level: Healthcare professionals who take responsibility for ReSPECT planning: sharing health information, listening to people's values and priorities and making recommendations* in partnership with people and their families. *HCP must only make decisions and clinical recommendations that are within the scope of their professional practice. All HCP are expected to consult with other members of the healthcare team whenever appropriate.

Expert Level: Healthcare professionals who take responsibility for ReSPECT planning that involves complex shared decision-making. HCPs who require advanced communication skills as part of their professional role. All HCP are expected to consult with other members of the healthcare team whenever appropriate.

*Registered health and social care professionals are expected to work within their own scope of practice: the requirement for formal assessment of competency and signature of supervisor will be decided within the staff member's clinical and managerial team.

Feedback from people and their families is central to reflective learning: staff engaged in the ReSPECT process are expected to seek out and reflect on this feedback.

CODE	Competence	Resources available	Evidence	Date of achievement Supervisors Signature & Designation*
	PRINCIPLES			
ReSPECT.1 <i>Skilled</i>	Recognise the relevance of ReSPECT in the patient/ population group relevant to professional role.	ReSPECT learnpro		
ReSPECT.2 <i>Skilled</i>	Understand and apply the principles of shared understanding, respect for the person's values and priorities, and clinical recommendations that align with these.	ReSPECT learnpro		
ReSPECT.3 <i>Enhanced</i>	Recognise how ReSPECT can address some inequalities in care by listening to people whose values and priorities are different from our own.	ReSPECT learnpro Reflective learning/ supervision		
	KNOWLEDGE AND SKILLS			
ReSPECT.4 <i>Skilled</i>	Recognise those for whom ReSPECT may offer most benefit.	ReSPECT learnpro		
ReSPECT.5 <i>Skilled</i>	Use a ReSPECT plan to guide the care of an individual, understanding its scope and limitations.	ReSPECT learnpro Reflective learning/ supervision		

ReSPECT.6 <i>Enhanced</i>	Initiate review of a ReSPECT plan at transitions of care and in changing clinical circumstances.	ReSPECT learnpro Reflective learning/ supervision		
DECISION MAKING				
ReSPECT.7 <i>Enhanced</i>	Understand and apply the principles of shared decision making and consent. Able to weigh up the benefits and risks of treatments with people and their families to agree overall benefit for those with and without capacity, within the scope of professional role.	Transferrable competencies GMC Decision making and consent: https://www.gmc-uk.org/ethical-guidance/ethical-guidance-for-doctors/decision-making-and-consent		
ReSPECT.8 <i>Enhanced</i>	Understand and apply the principles of decision making about cardiopulmonary resuscitation	Transferrable competencies Resus Council: Decisions about CPR: https://www.resus.org.uk/library/publications/publication-decisions-relating-cardiopulmonary		
ReSPECT.9 <i>Enhanced</i>	Understand and work within the Adults with Incapacity Act as it relates to making decisions about care. Understand the role of relatives, power of attorney/ guardian.	Transferrable competencies GMC treatment and care towards the end of life: good decision-making https://www.gmc-uk.org/ethical-guidance/ethical-guidance-for-doctors/treatment-and-care-towards-the-end-of-life		
ReSPECT.10 <i>Enhanced</i>	Work in partnership with other clinicians and the multidisciplinary team in decision making. Recognise when clinical decision-making is beyond the scope of own practice and involve other professionals as required.	Reflective learning/ supervision		
COMMUNICATION				
ReSPECT.11 <i>Enhanced</i>	Communicate well with patients and families about what to expect in future from their health, including where relevant, about the possibility of deteriorating health and dying.	ReSPECT Skills workshop		
ReSPECT.12 <i>Enhanced</i>	Develop a ReSPECT plan based on a shared understanding with an individual and their family of their health, their priorities and values and what treatments will be of overall benefit.	ReSPECT skills workshop Patient / carer feedback		

ReSPECT.13 <i>Enhanced</i>	Respond to distress and other complex emotions that may arise during conversations.	ReSPECT Skills workshop Reflective learning/ supervision		
ReSPECT.14 <i>Expert</i>	Support people who prefer not to know about what might lie ahead with their health, particularly those who do not want to talk about the possibility of deteriorating health and dying.	ReSPECT Skills workshop Reflective learning/ supervision Patient/ Carer feedback		
ReSPECT.15 <i>Expert</i>	Manage complex decisions involving different perspectives and/ or multispecialty consensus.	ReSPECT Skills workshop (advanced) Reflective learning/ supervision		
ReSPECT.16 <i>Expert</i>	Create and sustain an environment of curiosity about different perspectives to encourage reflective learning rather than entrench disagreement (with patients, families or other healthcare professionals).	ReSPECT Skills workshop (advanced) Patient / carer feedback Reflective learning/ supervision		
ReSPECT.17 <i>Expert</i>	Deal with complaints about future care planning	ReSPECT Skills workshop (advanced) Reflective learning/ supervision		
ReSPECT.18 <i>Enhanced</i>	Communicate and share information with other healthcare professionals, including adequate documentation in the case record	Reflective learning/ supervision		

References:

GMC Treatment and Care Towards the End of life: good practice in decision making <https://www.gmc-uk.org/ethical-guidance/ethical-guidance-for-doctors/treatment-and-care-towards-the-end-of-life>

GMC Decision making and consent <https://www.gmc-uk.org/ethical-guidance/ethical-guidance-for-doctors/decision-making-and-consent>

Resuscitation Council UK Guidance: DNACPR and CPR Decisions <https://www.resus.org.uk/library/additional-guidance/guidance-dnacpr-and-cpr-decisions>

NES (2017) Palliative and End of Life Care Knowledge and Skills Development Framework for the Health and Social Service Workforce in Scotland, Enriching and Improving Experience <https://learn.nes.nhs.scot/2452/palliative-and-end-of-life-care-enriching-and-improving-experience/palliative-and-end-of-life-care-enriching-and-improving-experience>