

H5SM 04 (SCDHSC0356) — Support Individuals to Deal with Relationship Problems

Overview

This standard outlines the requirements when you support individuals who are experiencing difficulties in their personal relationships. This includes supporting them to assess problems within relationships and to find ways to overcome these. It also includes working with individuals to evaluate relationship problems and the effectiveness of the support they have received.

Additional Information

Scope/range related to Performance Criteria

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

NOTE: Where an individual finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates or others who are able to represent the views and best interests of the individual.

Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.

To **communicate** may include using the individual's preferred spoken language, the use of signs, the use of symbols or pictures, writing, objects of reference, communication passports, other non-verbal forms of communication, human and technological aids to communication.

The **individual** is the adult, child or young person you support or care for in your work.

Key people are those who are important to an individual and who can make a difference to his or her wellbeing. Key people may include family, friends, carers and others with whom the individual has a supportive relationship.

Others are your colleagues and other professionals whose work contributes to the individual's wellbeing and who enable you to carry out your role.

Scope/range related to Knowledge and Understanding

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

All knowledge statements must be applied in the context of this standard.

Factors that may affect the health, wellbeing and development may include:

adverse circumstances or trauma before or during birth; autistic spectrum conditions; discrimination; domestic violence; family circumstances; foetal alcohol syndrome; harm or abuse; injury; learning disability; medical conditions (chronic or acute); mental health; physical disability; physical ill health; poverty; profound or complex needs; sensory needs; social deprivation; substance misuse.

Values

Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people and adults. These include the rights:

- ◆ to be treated as an individual
- ◆ to be treated equally and not be discriminated against
- ◆ to be respected
- ◆ to have privacy
- ◆ to be treated in a dignified way
- ◆ to be protected from danger and harm
- ◆ to be supported and cared for in a way that meets their needs, takes account of their choices and also protects them
- ◆ to communicate using their preferred methods of communication and language
- ◆ to access information about themselves

Performance Criteria — What you do in your job

You must provide evidence to meet all the 27 Performance Criteria for this Unit. The Performance Criteria are grouped under headings to assist you with planning how best to meet these points.

Place the number of the piece of work where this Performance Criteria has been met in the evidence box after each criteria.

Support individuals to assess problems within their relationships

	Performance Criteria	Evidence Number where this criteria has been met
1	Access information and advice about relationships and potential problems that may be experienced by the individual .	
2	Support the individual and key people to identify the effects that relationships with specific people and groups may have on their own wellbeing and that of others.	
3	Support the individual to communicate any problems they experience in their relationships.	
4	Support the individual to communicate the perceived causes of any relationship problems.	
5	Access information that will help you support the individual to explore and address the specific relationship problems they have identified.	
6	Work with the individual to assess the nature of the problem and what may need to change in order to address it.	
7	Agree with the individual the amount and type of support they need in order to address the problem.	
8	Seek additional support and advice from appropriate people and organisations where you are unable to deal with the relationship problem.	

Support individuals to overcome relationship problems

	Performance Criteria	Evidence Number where this criteria has been met
9	Support the individual to decide how best they can build and maintain a relationship where there are difficulties.	
10	Support the individual to identify ways in which they can help themselves to overcome difficulties within the relationship.	
11	Take account of any legal requirements or restrictions when supporting the individual to overcome difficulties.	
12	Support the individual to deal with fears and anxieties when preparing to make contact within a difficult relationship.	
13	Support the individual to access and use facilities for contact.	
14	Encourage the individual to keep appropriate contact between meetings.	
15	Support the individual to find ways to manage conflicts and tensions in the relationship.	
16	Carry out other specific activities as agreed to support the individual within the relationship.	
17	Monitor the individual's wellbeing and behaviour within, or resulting from, the relationship.	
18	Report to appropriate people any concerns about the individual's behaviour, wellbeing or situation which are outside your ability to deal with.	
19	Work with the individual to plan how they can remove themselves from a relationship that is destructive, damaging or abusive.	
20	Seek additional help, support and advice from appropriate people and organisations where you are unable to help the individual to overcome relationship problems.	

Work with individuals to evaluate relationship issues, problems and support

	Performance Criteria	Evidence Number where this criteria has been met
21	Work with the individual and key people to identify how they can participate in evaluating relationship issues and the support provided.	
22	Work with the individual to evaluate their relationship needs and issues and the effectiveness of support received to help overcome problems.	
23	Support the individual to evaluate the benefits and any detrimental effects of making, being involved in and maintaining contact with particular people in their lives.	
24	Support the individual to evaluate the level and type of support they require to maintain appropriate contacts and build supportive relationships in the future.	
25	Collate feedback from the individual, key people and others to inform the evaluation.	
26	Contribute to the evaluation of the individual's relationships, the problems associated with them and the actions taken to overcome these.	
27	Complete records and reports on actions, processes and outcomes from working with the individual to address relationship problems, in accordance with legal and work setting requirements.	

Knowledge and Understanding — Why and how you do what you do in your job

You must provide evidence of your knowledge and understanding to meet all the 53 knowledge points for this Unit. The knowledge points are grouped under headings to assist you with planning how best to meet them.

Place the number of the piece of work where each knowledge point has been met in the 'evidence number' box after each point.

Rights

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
1	Legal and work setting requirements on equality, diversity, discrimination and rights.	
2	Your role in promoting individuals' rights, choices, wellbeing and active participation.	
3	Your duty to report any acts or omissions that could infringe the rights of individuals.	
4	How to deal with and challenge discrimination.	
5	The rights that individuals have to make complaints and be supported to do so.	

Your practice

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
6	Legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard.	
7	Your own background, experiences and beliefs that may have an impact on your practice.	
8	Your own roles, responsibilities and accountabilities with their limits and boundaries.	
9	The roles, responsibilities and accountabilities of others with whom you work.	
10	How to access and work to procedures and agreed ways of working.	
11	The meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual.	
12	The prime importance of the interests and wellbeing of the individual.	
13	The individual's cultural and language context.	
14	How to build trust and rapport in a relationship.	
15	How your power and influence as a worker can impact on relationships.	
16	How to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences.	
17	How to work in partnership with individuals, key people and others.	
18	How to manage ethical conflicts and dilemmas in your work.	
19	How to challenge poor practice.	

Your practice (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
20	How and when to seek support in situations beyond your experience and expertise.	

Theory

21	The nature and impact of factors that may affect the health, wellbeing and development of individuals you care for or support.	
22	Theories underpinning our understanding of human development and factors that affect it.	

Personal and professional development

23	Principles of reflective practice and why it is important.	
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Communication

24	Factors that can affect communication and language skills and their development in children, young people adults.	
25	Methods to promote effective communication and enable individuals to communicate their needs, views and preferences.	

Health and Safety

26	Your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment.	
27	Practices for the prevention and control of infection in the context of this standard.	

Safe-guarding

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
28	The responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices.	
29	Indicators of potential harm or abuse.	
30	How and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties.	
31	What to do if you have reported concerns but no action is taken to address them.	

Handling information

32	Legal requirements, policies and procedures for the security and confidentiality of information.	
33	Legal and work setting requirements for recording information and producing reports.	
34	Principles of confidentiality and when to pass on otherwise confidential information.	

Knowledge that is Specific to this NOS

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
35	How to access records and information on the needs, views and preferences of individuals and key people regarding relationship problems.	
36	How and where to access information and support that can inform your practice about supporting individuals to overcome relationship problems.	
37	How you can access, review and evaluate information about relationships and problems associated with these, generally and for the specific individuals with whom you work.	
38	Social and psychological factors that can affect relationships.	
39	The role of relationships and social networks in promoting individuals' wellbeing.	
40	The ways in which relationships are formed, may change and can be ended and the effect this may have on individuals.	
41	Types of relationships that can be beneficial and those that can be detrimental to the individuals with whom you are working.	
42	Situations when individuals, key people and others may be at risk from relationships and how to assess and deal with these.	
43	Actions and conditions that might enhance and inhibit the relationship difficulties of individuals and ways of resolving difficult relationship issues.	
44	Role of relationships and social networks in promoting the wellbeing of the individuals with whom you work.	
45	The benefits and challenges of using the internet and social networking sites for developing and maintaining relationships.	

Knowledge that is Specific to this NOS (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
46	Methods of ensuring individuals understand the need to maintain relationships with individuals and networks.	
47	Methods of ensuring individuals understand the need to move on from old relationships.	
48	Methods of ensuring individuals understand the need to form and maintain new relationships.	
49	Methods of ensuring individuals understand the need to avoid contact with those people and groups where limitations have been placed upon them.	
50	Issues that are likely to arise when supporting individuals to develop, maintain and move on from contacts and relationships and how to support the individuals to deal with these.	
51	The support you may need when dealing with those who have difficult relationships and how to access this.	
52	Factors influencing roles, relationships and communication within families.	
53	The physical conditions and emotional factors which may have an effect on relationships.	

The candidate and assessor must only sign below when all Performance Criteria and knowledge points have been met.

Unit assessed as being complete

Candidate's name	
Candidate's signature	
Date submitted to Assessor as complete	

Assessor's name	
Assessor's signature	
Date assessed complete	

Internal Verification

To be completed in accordance with centre's internal verifier (IV) strategy.

Evidence for this Unit was sampled on the following date/s	Internal verifier's signature	Internal verifier's name

This Unit has been subject to an admin check in keeping with the centre's IV strategy.

Date of admin check	Internal verifier's signature	Internal verifier's name

Unit completion confirmed

Internal verifier's name	
Internal verifier's signature	
Date completed	