

# SCDHSC3110 - SQA Code HC61 04

## Promote effective relationships with individuals



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### Overview

This standard identifies the requirements when you promote effective relationships with individuals. This includes establishing effective relationships between yourself and individuals, then working with individuals, key people and others to address relationship issues. It also includes evaluating the progress and outcomes of relationships.

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### Performance criteria

#### Establish effective relationships between yourself and individuals

*You must be able to:*

- P1 apply your knowledge, **understanding** and skills to inform how you develop your relationship with the **individual**
- P2 use the individual's abilities, experiences and expertise in positive ways when developing your relationship with them
- P3 encourage the individual to use their abilities, experiences and expertise when they relate to you
- P4 relate to the individual in ways that promote **active participation** and take account of their preferences and needs
- P5 reflect on the relationship between you and the individual as it develops
- P6 acknowledge positive aspects of the relationship between you and the individual
- P7 support the individual to identify relationship issues
- P8 work with the individual to resolve relationship issues
- P9 apply your knowledge, understanding and skills to deal appropriately with any conflict
- P10 seek support and advice where you do not have the expertise and experience to develop the relationship with the individual effectively

#### Support others to address relationship issues

*You must be able to:*

- P11 work with the individual, **key people** and **others** to identify **issues in relationships**
- P12 support the individual and key people to **communicate** with you about relationship issues
- P13 seek information and advice to help you understand and address relationship issues
- P14 balance the views of the individual, key people and the others involved in relationships where issues have been highlighted
- P15 discuss with the others involved alternative ways they could manage relationships
- P16 support the individual, key people and the others involved to develop positive relationships with each other
- P17 seek support and advice for relationship issues that you are not competent to deal with
- P18 treat all information relating to relationship issues confidentially and in accordance with legal and work setting requirements

*You must be able to:*

#### Support individuals to move from their relationship with you

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- P19 support the individual and key people to agree when the individual will move from their relationship with you
  - P20 support the individual and key people to agree how this should be done and who will be in your place in future
  - P21 work with the individual, key people and others to agree how any associated **risks** will be addressed
  - P22 involve key people and others at appropriate times and in ways that minimise disruption and concern
  - P23 seek support and advice where you do not have the expertise and experience to support the individual in moving from their relationship with you

*You must be able to:*

#### **Evaluate progress and outcomes in relationships**

- P24 support the individual and key people to identify criteria and methods by which the success of relationships for the individual can be evaluated
- P25 support the individual and key people to take part in evaluating relationships
- P26 evaluate relationships between the individual and others, including yourself, using agreed methods
- P27 identify with the individual which aspects of their relationships with you and others have been effective
- P28 identify with the individual those aspects that could be improved
- P29 identify with others where additional expertise is required in a relationship and the type of expertise required
- P30 identify with others how additional expertise can be accessed or managed
- P31 complete records and reports about progress and outcomes in relationships at agreed times and in accordance with legal and work setting requirements

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### Knowledge and understanding

#### Rights

*You need to know and understand:*

- K1 legal and work setting requirements on equality, diversity, discrimination and rights
- K2 your role in promoting individuals' rights, choices, wellbeing and active participation
- K3 your duty to report any acts or omissions that could infringe the rights of individuals
- K4 how to deal with and challenge discrimination
- K5 the rights that individuals have to make complaints and be supported to do so

#### Your practice

*You need to know and understand:*

- K6 legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K7 your own background, experiences and beliefs that may have an impact on your practice
- K8 your own roles, responsibilities and accountabilities with their limits and boundaries
- K9 the roles, responsibilities and accountabilities of others with whom you work
- K10 how to access and work to procedures and agreed ways of working
- K11 the meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual
- K12 the prime importance of the interests and well-being of the individual
- K13 the individual's cultural and language context
- K14 how to build trust and rapport in a relationship
- K15 how your power and influence as a worker can impact on relationships
- K16 how to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences
- K17 how to work in partnership with individuals, key people and others
- K18 how to manage ethical conflicts and dilemmas in your work
- K19 how to challenge poor practice
- K20 how and when to seek support in situations beyond your experience and expertise

#### Theory

*You need to know and*

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*understand:*

- K21 the nature and impact of **factors that may affect the health, wellbeing and development** of individuals you care for or support
- K22 theories underpinning our understanding of human development and factors that affect it

*You need to know and understand:*

### **Personal and professional development**

- K23 principles of reflective practice and why it is important

*You need to know and understand:*

### **Communication**

- K24 factors that can affect communication and language skills and their development in children, young people adults
- K25 methods to promote effective communication and enable individuals to communicate their needs, views and preferences

*You need to know and understand:*

### **Health and Safety**

- K26 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K27 practices for the prevention and control of infection in the context of this standard

*You need to know and understand:*

### **Safe-guarding**

- K28 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K29 indicators of potential harm or abuse
- K30 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K31 what to do if you have reported concerns but no action is taken to address them

*You need to know and understand:*

### **Handling information**

- K32 legal requirements, policies and procedures for the security and confidentiality of information
- K33 legal and work setting requirements for recording information and producing reports
- K34 principles of confidentiality and when to pass on otherwise confidential information

*You need to know and understand:*

### **Specific to this NOS**

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- K35 how and where to access information and support that can inform your practice when relating to individuals
- K36 how you can access, review and evaluate information about relationships generally and for specific individuals
- K37 theories relevant to the individuals with whom you work about identity, self-esteem and self image and how these can be affected by relationships
- K38 the role relationships have in promoting individuals' well-being
- K39 social and psychological factors that can affect relationships
- K40 the ways in which relationships are formed, may change and can be ended and the effect this may have on individuals
- K41 types of relationships and behaviour in those relationships that can be beneficial and those that can be detrimental to individuals
- K42 situations when individuals, key people and others may be at risk from relationships and how to assess and deal with these
- K43 actions and conditions that might enhance and inhibit relationships with individuals and ways of resolving difficult relationship issues
- K44 the support you may need when dealing with those who have difficult relationships and how to access this
- K45 factors influencing roles, relationships and communication within families
- K46 the physical conditions and emotional factors which may have an effect on relationships
- K47 methods that are effective in forming, maintaining, withdrawing from and passing on relationships with individuals to others
- K48 effective ways of resolving relationship issues
- K49 issues you are likely to face in your relationships with individuals, families, carers, groups and communities
- K50 effective methods to support other staff who are having difficulties in relationships with individuals, key people and others

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### 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.

**Active participation** is a way of working that regards individuals as active partners in their own care or support rather than passive recipients. Active participation recognises each individual's right to participate in the activities and relationships of everyday life as independently as possible.

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

**Issues in relationships** may include misunderstandings, disagreements, problems with communication, conflicting views and wishes.

**Key people** are those who are important to an individual and who can make a difference to his or her well-being. 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 well-being and who enable you to carry out your role.

**Risks** could include the possibility of danger, damage and destruction to the environment; injury and harm to people; self harm; bullying; abuse; reckless behaviour.

Your **understanding** may include your understanding of relationships with individuals; your understanding of relationships between individuals, key people and others; your understanding of particular individuals

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### 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 of individuals** may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; 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



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

**Unit assessed as being complete**

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| <b>Candidate's Name:</b>                       |  |
| <b>Candidate's Signature:</b>                  |  |
| <b>Date submitted to assessor as complete:</b> |  |

|                                   |  |
|-----------------------------------|--|
| <b>Assessor's Name:</b>           |  |
| <b>Assessor's Signature:</b>      |  |
| <b>Date assessed as complete:</b> |  |

**Internal Verification —**

to be completed in accordance with centre's IV strategy

| <b>Evidence for this Unit was sampled on the following date/s:</b> | <b>IV's Signature</b> | <b>IV's Name</b> |
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This Unit has been subject to an admin check in keeping with the centre's IV strategy.

| <b>Date of admin check</b> | <b>IV's Signature</b> | <b>IV's Name</b> |
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**Unit completion confirmed**

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| <b>IV's Name:</b>      |  |
| <b>IV's Signature:</b> |  |
| <b>Date complete:</b>  |  |