

D8ND 04 (HSC397/EC7) Reinforce positive behavioural goals during relationships with individuals

Elements of competence

- HSC397.1 Establish working relationships with individuals which reinforce positive behavioural goals
- HSC397.2 Develop and sustain working relationships with individuals which reinforce positive behavioural goals

About this Unit

For this Unit you need to undertake the complex task of establishing and sustaining effective working relationships with individuals as part of an overall strategy to confront anti-social behaviour and promote pro-social behaviour. A key part of this is making individuals recognise and take responsibility for their own behaviour and their obligations to others. The unit covers initial contact with the individual where ground rules are explained and the expectations of the individual are clearly set out. The Unit also covers sustaining and developing the relationship and deals with how you eventually disengage from your relationship with individuals. This Unit is based on modelling pro-social behaviour. The initial contact might be through individual self-referral, as part of the case management process, or as a result of the individual being referred by other individuals, or agencies. The term 'individuals' refers to the people with mental health needs with whom you work. This unit applies to the mental health practitioners who are involved in work that is intended to lead - directly or indirectly - to reducing anti-social behaviour of individuals with mental health needs. You will need to ensure that practice reflects up to date information and policies.

Scope

The scope is here to give you guidance on possible areas to be covered in this Unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Expectations in relation to: frequency and location of contact with yourself and other workers; behaviour; learning and development goals.

Interact through: speech, language and verbal cues; volume and tone of voice; eye contact, space and position; actions, gestures and body language; active listening; giving constructive feedback.

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Actions taken to maintain calmness and safety: divert individuals to other activities; reasoning and suggestions for other activities; preventive action to stop the individual when there is direct risk; help sought from other workers.

Evidence Requirements for the Unit

It is essential that you adhere to the Evidence Requirements for this Unit – please see details overleaf.

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SPECIFIC EVIDENCE REQUIREMENTS FOR THIS UNIT
Simulation:
<ul style="list-style-type: none"> Simulation is NOT permitted for any part of this unit.
The following forms of evidence ARE mandatory:
<ul style="list-style-type: none"> Direct Observation: Your assessor or expert witness must observe you in real work activities which provide a significant amount of the performance criteria for both elements of this unit. You should be observed in how you relate to individuals with whom you work, and what skills you use in discussions with them. You could also be observed at a review meeting where you explain a proposed plan for an individual to other members of your work team. Reflective Account/professional discussion: These will be a description of your practice in particular situations in relation to reinforcing positive behaviour especially when challenging anti-social behaviour. You should be able to reflect on the process which helps an individual to gain insight, and agree to a programme to effect change. You should also be able discuss how and why you disengaged from relationships when appropriate. It is likely that this would also provide evidence for the mandatory units in the award particularly where you have demonstrated knowledge of legislation, policy and procedures relevant to the task.
Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:
<ul style="list-style-type: none"> Questioning/professional discussion: May be used to provide evidence of knowledge, legislation, policies and procedures which cannot be fully evidenced through direct observation or reflective accounts. In addition the assessor/expert witness may also ask questions to clarify aspects of your practice. Expert Witness: A designated expert witness may provide direct observation of practice, questioning, professional discussion and feedback on reflective accounts. Witness testimony: Can be a confirmation or authentication of the activities described in your evidence which your assessor has not seen. This could be provided by a work colleague or individual receiving care. <p>Products: These can be work records, diary evidence of day to day practice, or care plans of individuals, containing information about plans to assist with changes in behaviour. You need not put confidential records in your portfolio, they can remain where they are normally stored and be checked by your assessor and internal verifier. If you do include them in your portfolio they should be anonymised to ensure confidentiality.</p>
GENERAL GUIDANCE
<ul style="list-style-type: none"> Prior to commencing this unit you should agree and complete an assessment plan with your assessor which details the assessment methods you will be using, and the tasks you will be undertaking to demonstrate your competence. Evidence must be provided for ALL of the performance criteria ALL of the knowledge and the parts of the scope that are relevant to your job role. The evidence must reflect the policies and procedures of your workplace and be linked to current legislation, values and the principles of best practice within the Care Sector. This will include the National Service Standards for your areas of work and the individuals you care for. All evidence must relate to your own work practice.

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KNOWLEDGE SPECIFICATION FOR THIS UNIT

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

You need to provide evidence for ALL knowledge points listed below. There are a variety of ways this can be achieved so it is essential that you read the ‘knowledge evidence’ section of the Assessment Guidance.

You need to show that you know, understand and can apply in practice:	Enter Evidence Numbers
Values	
1 How you have applied the principles of equality, diversity and anti-discriminatory practice to your work.	
2 How culture, gender and beliefs can affect attitudes and behaviour and how it may be perceived by others (eg it may be seen to be more acceptable for men to be assertive than women); why it is important to recognise and challenge this in yourself.	
Legislation and organisational policy and procedures	
3 The specific legislation, guidelines of good practice, charters, protocols and service standards which relate to the work being undertaken and the impact of this on the work.	
4 The role of the agency and its services and how they relate to other agencies and services in the sector.	
5 The agency’s policy and procedures regarding confidentiality of information and the disclosure of information to third parties and the specific circumstances under which disclosure may be made.	
6 Your own role and responsibilities and from whom assistance and advice should be sought if you are unsure.	
Theory and practice	
7 The ways in which the physical, social, psychological and emotional development and functioning of individuals affects their behaviour and its associated patterns.	
8 Relevant research into the relationship between known factors which influence behaviour and evidence of effective practice in tackling these factors; relevant research into effective practice in confronting anti-social behaviour and promoting pro-social behaviour; how you have applied these in your work.	
9 Strategies for encouraging individuals to recognise and take responsibility for their own behaviour and their obligations to others; why it is important to explicitly identify with the individual the behavioural goals to be addressed, how to create and promote opportunities for individuals to practise the desired behaviour; the importance of including within plans staged, positive, achievable objectives for change; the importance of your role as a positive role model to reinforce pro-social behaviours, ways of continuously monitoring your own effectiveness in this.	

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You need to show that you know, understand and can apply in practice:	Enter Evidence Numbers
10 Possible methods available for enabling individuals to change their behaviour (such as motivational interviewing, cognitive behavioural methods, adult learning methods, solution-focused therapy), evidence of their effectiveness and what may affect availability and suitability of the different options; the ways in which an individual's culture and gender might influence the choice of methods selected.	
11 The different forms and range of effective communication (eg total communication); the effect of culture on communication (eg the use of sensory contact — touch, presence, contact, distance between individuals when communicating, the terms of respect and address used etc).	
12 How to recognise what people are trying to convey by their behaviour.	
13 Behaviours which demonstrate value for others and those which do not.	
14 The effect that disruptive and aggressive behaviour has on individuals and others in the vicinity; strategies for confronting anti-social behaviours whilst maintaining safety; strategies for promoting pro-social behaviours and lifestyle; methods of defusing potentially risky situations (such as de-escalation, diversion, taking people down).	
15 Working methods and styles which may be used in developing, sustaining and enabling individuals to move on from relationships; how to empower individuals to make effective relationships in the future.	
16 Methods of evaluating your own competence, determining when further support and expertise are needed and the measures you can take to improve your own competence in this area of work.	
17 The options for working with individuals which you have considered and the reasoning processes you used in determining the most appropriate approach for the individual concerned.	

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HSC397.1 Establish working relationships with individuals which reinforce positive behavioural goals

Performance criteria		DO	RA	EW	Q	P	WT
		1	You gather and review relevant information to familiarise yourself with the individual's background, circumstances, behaviour and needs before initial contact with them.				
2	You inform individuals accurately and clearly of your role and responsibilities and how your work relates to that of workers in other agencies.						
3	You explain clearly: (a) the values and objectives within which you are operating (b) the nature and boundaries of your relationship with the individual (c) your own expectations of the individual's behaviour during contact (d) the agency's expectations of the individual (e) the outcomes and consequences that may be applied if expectations are not met (f) the specific behavioural goals which are to be addressed						
4	You explore with individuals what they expect from yourself and the agency.						
5	You interact with individuals throughout the process in a manner which: (a) models socially-desirable behaviour and communication (b) is appropriate to the individual's background, culture, circumstances and learning needs (c) encourages an open exchange of views (d) minimises any constraints to communication (e) is free from discrimination and oppression						
6	You check with individuals their understanding of interactions in a manner appropriate to their needs.						

DO = Direct Observation
EW = Expert Witness

RA = Reflective Account
P = Product (Work)

Q = Questions
WT = Witness Testimony

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HSC397.1 Establish working relationships with individuals which reinforce positive behavioural goals (cont)

Performance criteria		DO	RA	EW	Q	P	WT
		7	You challenge constructively, attitudes and behaviour which are anti-social or discriminatory in a manner which takes account of personal safety and which promotes the individual's change and development.				

HSC397.2 Develop and sustain working relationships with individuals which reinforce positive behavioural goals

Performance criteria		DO	RA	EW	Q	P	WT
		1	You communicate and interact with individuals in a manner which: (a) demonstrates respect for the individual (b) recognises their circumstances and experiences but which is not judgmental (c) provides a positive example and model of behaviour (d) emphasise the individual's responsibility for their own actions and behaviour (e) encourages their motivation (f) is free from discrimination and oppression				
2	You maintain contact with individuals at a frequency and using methods which are consistent with your role, agency and statutory requirements.						
3	You identify factors which are known to trigger certain kinds of behaviour in the individuals, take appropriate actions to maintain calmness and safety and enable individuals to find alternative ways of expressing their feelings.						
4	You encourage individuals to review their behaviour and interaction with others and assist them to practise positive behaviours in a safe and supportive environment.						
5	You challenge the individual when their behaviour and language is anti-social, discriminatory, abusive, aggressive or infringes the rights of others, and suggest positive alternatives in a way which encourages them to change.						

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HSC397.2 Develop and sustain working relationships with individuals which reinforce positive behavioural goals (cont)

Performance criteria		DO	RA	EW	Q	P	WT
		6	You review regularly with individuals their goals and the actions that they have taken to reach them, and offer prompt constructive feedback on progress.				
7	You explore with individuals any barriers to progress and ways in which they can address them.						
8	You continuously monitor and review your own behaviour, communication and interactions to ensure you are consistently modelling good practice.						
9	You summarise clearly and accurately the outcomes of work achieved with individuals, once it is known that contact with them is to end.						
10	You compare outcomes with original agreements and purposes and assist individuals to review and revise their goals and plans and encourage them to find ways to sustain their behaviour change.						

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To be completed by the Candidate

I SUBMIT THIS AS A COMPLETE UNIT

Candidate's name:

Candidate's signature:

Date:

To be completed by the Assessor

It is a shared responsibility of both the candidate and assessor to claim evidence, however, it is the responsibility of the assessor to ensure the accuracy/validity of each evidence claim and make the final decision.

I CERTIFY THAT SUFFICIENT EVIDENCE HAS BEEN PRODUCED TO MEET ALL THE ELEMENTS, PCS AND KNOWLEDGE OF THIS UNIT.

Assessor's name:

Assessor's signature:

Date:

Assessor/Internal Verifier Feedback

To be completed by the Internal Verifier if applicable

This section only needs to be completed if the Unit is sampled by the Internal Verifier

Internal Verifier's name:

Internal Verifier's signature:

Date: