
Overview

This standard outlines the requirements when promoting individuals' self esteem and sense of identity. This includes working with individuals to identify difficulties associated with their self esteem and sense of identity and supporting them to implement strategies likely to develop more positive self images. It also includes working together to evaluate strategies and the support provided.

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Performance criteria

Support individuals to identify their strengths and needs relating to self esteem and identity

You must be able to:

- P1 support the **individual** to identify things that have an impact, positive or negative, on their self-esteem and self image
- P2 support the individual to identify aspects of their culture and personal history that are important to their identity
- P3 support the individual to identify the interests, experiences and abilities they have that are important to their self esteem and sense of identity
- P4 support the individual and **key people** to **communicate** concerns about the individual's self image and self esteem and the impact on their well-being
- P5 establish with the individual and key people the outcomes that they wish to achieve in relation to self esteem and identity
- P6 seek support where there are signs that low self-esteem, self image and sense of identity are damaging the individual's well being in ways that are beyond your expertise to address

Support individuals to develop more positive self esteem and self image

You must be able to:

- P7 ensure that your own work with the individual always respects their culture and builds upon their identity, experiences, expertise and abilities
- P8 use naturally occurring opportunities to explore with the individual how they can enhance their self esteem and a positive self-image
- P9 work with the individual to identify the aspects of their life that can be built upon to develop their self esteem and a positive self-image
- P10 support the individual to identify the aspects of their life which have a negative impact on their self esteem and which can be changed
- P11 work with the individual, key people and **others** to select **strategies** for building on positive aspects of the individual's life and making changes to negative aspects
- P12 agree with the individual and others the level and type of support required to enable the strategies to be implemented
- P13 carry out your agreed role in supporting the individual to implement the strategies and develop their self image

Work with individuals to evaluate support for developing positive self esteem and sense of identity

You must be able to:

- P14 work with the individual and key people to identify how they can participate in evaluating the support provided to meet outcomes in relation to positive self esteem and sense of identity

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- P15 support the individual to evaluate the benefits and any detrimental effects of the strategies adopted and the support provided
- P16 support the individual to identify the level and type of support they require to continue maintaining their self esteem and sense of identity in the future
- P17 collate feedback from the individual, key people and others to inform the evaluation
- P18 contribute to the evaluation of the strategies adopted and the support provided
- P19 agree what works well and what needs to be changed in future
- P20 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

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Knowledge and understanding

You need to know and understand:

Rights

- 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 about supporting individuals' self esteem and identity needs
- K36 how to support the individuals with whom you work to develop a positive sense of identity, self-image and self-esteem, taking account of their needs and circumstances and any changes that are still likely to occur
- K37 ways in which people with profound and multiple disabilities can be supported to develop a positive self image and self esteem
- K38 ways in which individuals' culture and life experiences can inform their sense of identity
- K39 the importance of demonstrating positive regard for individuals and the impact on their self esteem where positive regard is lacking
- K40 how individuals with a low sense of identity, self-image and self-esteem can be more open to exploitation and ways that such exploitation can be prevented

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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.

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 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 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

Strategies may include approaches, methods and activities

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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

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