SCDHSC3110
Promote effective relationships with individuals

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**

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

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 |

Personal and professional development

K23   principles of reflective practice and why it is important

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

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

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

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

Specific to this NOS

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

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