



## Drug & Alcohol Professional Certification

### Workplace Assessment

#### **SCDHSC0233 Develop effective relationships with individuals**

[From the Skills for Care & Development NOS. Formerly also known as DANOS AA2/DANOS HSC 233.]

For this unit you need to be able to identify individuals' preferences and needs regarding your relationship with them, develop effective relationships and then adjust relationships to meet changing circumstances.

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Name of applicant:

I confirm that I am the line manager / supervisor for the above named.

I have assessed the applicant's competence in relation to each of the numbered items listed overleaf and have placed my initials against each numbered item to indicate my satisfaction that the applicant has demonstrated the competence to which it refers (see notes below).

My assessment of the applicant's competence in this unit is based on the following (see notes below):

Name:

Signed:

Date:

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**Notes**

You should 'sign off' the applicant's competence in relation to each of the items listed below only where you have clear evidence that they have demonstrated the appropriate knowledge or skills in real life settings. Your assessment should be based on one or more of the following: observation of the applicant's practice, your supervision of the applicant, evidence provided by an appropriate third party (such as clients / colleagues / previous supervisor/line manager). Note - completion of a training course does NOT itself provide evidence of competence in a particular area.

In some cases the applicant will not have the opportunity within their existing position to demonstrate all of the required competences. Where this is the case, arrangements will need to be made for their competence to be assessed in an alternative setting (such as on placement), or, where applicable, for it to be confirmed by a supervisor / line manager from a previous post.

### **Performance criteria**

To perform to the standard you must ensure that:

1. you identify any issues that you need to take into account when forming a relationship with an individual
2. you support the individual to communicate their wishes and needs about the relationship they wish to have with you
3. you make clear to the individual the boundaries of your job role
4. you support the individual to understand how much time you can spend with them
5. you agree with the individual the type of relationship you are able to have with them, taking account of your role and the tasks you will be undertaking
6. you identify potential areas of conflict and report these to the appropriate people
7. you treat information about the individual confidentially in accordance with legal and working setting requirements
8. you develop relationships with the individual and key people that balance the individual's wishes and needs with the requirements of your job
9. you listen to the individual and show that you have heard and taken account of their views
10. you respect the individual's views, expertise and experience
11. you ensure that you treat the individual fairly and do not discriminate against or disadvantage them in any way
12. you develop the trust of the individual by being honest about what service you can and cannot provide and any legal and work setting requirements
13. you make clear to the individual how information about them may be shared with key people and others
14. you interact with the individual in ways that enable them to be involved in planning, implementing and reviewing the service you are providing

15. you work with the individual to resolve any conflicts in the relationship and agree a way forward
16. you report any relationship issues in accordance with legal and work setting requirements
17. you support the individual, key people and others to identify any changes needed in your relationship with the individual and the reasons for this
18. you identify when changes in your relationship with the individual might cause conflict and distress
19. you work with the individual, key people and others to make relationship changes, which may include ending the relationship
20. you support the individual and key people to understand any changes that are being made, the reasons for them and what the changes may mean for them
21. you deal sensitively with changes in your relationship with the individual that may cause conflict and distress
22. you make changes to the relationship taking account of any disruption this may cause to the individual and key people and to the activities you undertake with them
23. you report changes made and any effect this might have on the individual in accordance with legal and work setting requirements

## **Knowledge and Understanding**

To perform competently in this unit, you need to know and understand:

### Rights

1. work setting requirements on equality, diversity, discrimination and rights
2. your role in supporting rights, choices, wellbeing and active participation
3. your duty to report anything you notice people do, or anything they fail to do, that could obstruct individuals' rights
4. the actions to take if you have concerns about discrimination
5. the rights that individuals have to make complaints and be supported to do so

### How you carry out your work

1. codes of practice, standards, frameworks and guidance relevant to your work and the content of this standard
2. the main items of legislation that relate to the content of this standard within your work role
3. your own background, experiences and beliefs that may affect the way you work
4. your own roles and responsibilities with their limits and boundaries
5. who you must report to at work

6. the roles and responsibilities of other people with whom you work
7. how to find out about procedures and agreed ways of working in your work setting
8. how to make sure you follow procedures and agreed ways of working
9. the meaning of person centred working and the importance of knowing and respecting each person as an individual
10. the prime importance of the interests and well-being of the individual
11. the individual's cultural and language context
12. how to work in ways that build trust with people
13. how to work in ways that support the active participation of individuals in their own care and support
14. how to work in ways that respect individuals' dignity, personal beliefs and preferences
15. how to work in partnership with people
16. what you should do when there are conflicts and dilemmas in your work
17. how and when you should seek support in situations beyond your experience and expertise

#### Theory for practice

1. the factors that may affect the health, wellbeing and development of individuals you care for or support
2. how these affect individuals and how they may affect different individuals differently
3. the main stages of human development

#### Communication

1. factors that can have a positive or negative effect on the way people communicate
2. different methods of communicating

#### Personal and professional development

1. why it is important to reflect on how you do your work
2. how to use your reflections to improve the way you work

#### Health and Safety

1. your work setting policies and practices for health, safety and security
2. practices that help to prevent and control infection in the context of this standard

#### Safe-guarding

1. the duty that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
2. signs and symptoms of harm or abuse
3. how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
4. what to do if you have reported concerns but no action is taken to address them

### Handling information

1. legal requirements, policies and procedures for the security and confidentiality of information
2. work setting requirements for recording information and producing reports including the use of electronic communication
3. what confidentiality means
4. how to maintain confidentiality in your work
5. when and how to pass on information

### Specific to this NOS

1. factors and conditions that may affect the type of relationship that you can have with individuals
2. how to identify key changes in the conditions and circumstances of individuals
3. the actions to take when you identify key changes in the conditions and circumstances of individuals
4. how to form, maintain and disengage from relationships with individuals
5. the communication and listening skills necessary to relate to and interact effectively with individuals
6. how to monitor and make changes to relationships that will cause the minimum disruption
7. barriers to relationships and effective interactions, generally and specifically with the individuals with whom you work