**PROVIDE SOCIAL SERVICES**
**Negotiate service provision with users of social services**

level: 4  
credit: 3  
planned review date: June 2006  
sub-field: Social Services  
purpose: People credited with this unit standard are able to: assist the service user to identify their presenting concerns, issues, or needs; negotiate provision of services by the social service worker or service provider; and complete service provider intake procedures.

entry information: Open.

accreditation option: Evaluation of documentation and visit by NZQA and industry.

moderation option: A centrally established and directed national moderation system has been set up by Community Support Services ITO Limited (Careerforce).

special notes: 1 People awarded credit in this unit standard are able to demonstrate knowledge of Te Tiriti o Waitangi for social service purposes, and are able to apply this competence to the context of assessment for this unit standard (for further clarification, please refer to Unit 7926, *Explain Te Tiriti o Waitangi for social service purposes*).
2 Glossary

An environment that is conducive to the beginning of the working relationship is one in which service users are attended to in terms of their physical, spiritual, and mental characteristics and needs. Characteristics and needs may include but are not limited to: age and stage of development, coping strategies, culture, disabilities, experience, knowledge, family or whānau history, gender, health status, personal history, language, sexual orientation, socio-economic situation; and needs for physical comfort, safety, and privacy.

Service user is used as a generic term to denote people from user groups in the social services who are involved in negotiating service provision with the person awarded this unit standard. They may be referred to by various descriptive terms in the range of social service settings.

3 People awarded this unit standard are able to demonstrate and self monitor their ability to relate to service users, as evidenced by acknowledgement and respect for difference, acceptance, genuineness, honesty, humility, patience, and warmth. They use inclusive language, and interpersonal skills and methods that are appropriate to the characteristics and needs of service users. They seek to establish and maintain rapport with service users, positive feedback is responded to, criticism, or negative feedback is responded to without defensiveness, and changes required to re-establish rapport are acted upon. They demonstrate and communicate clarity about their role in the social services within all relationships with people from user groups. They know the limits of their role, function, and competence, and when to refer on to others.
All communications are treated confidentially. The scope and limits of confidentiality are defined through negotiation and informed consent, and criteria established by legislation, ethical practice, and service provider guidelines. In the context of this unit standard, sources of criteria established by legislation, ethical practice, and service provider guidelines include but are not limited to: Official Information Act 1982, Privacy Act 1993, service provider codes of conduct, codes of practice issued by the Privacy Commissioner, social service codes of ethics, and service provider guidelines, protocols, staff manuals, strategic plans, kawa, or tikanga.

**Elements and Performance Criteria**

**element 1**

Assist the service user to identify their presenting concerns, issues, or needs.

Range: interpersonal skills - attending, clarifying, encouraging, following, listening, questioning, paraphrasing, reflection of feeling and content, summarising. Evidence is required of four interpersonal skills. assistance - co-creating and exploring alternatives, providing information, providing services, referral to other services.

**performance criteria**

1.1 Assistance is provided using interpersonal skills that respond to verbal and non-verbal communications including body language.

1.2 Assistance enables the service user to identify and describe their presenting concerns, issues, or needs.
1.3 Identification of the service user's concerns, issues, or needs is according to consultation with the service user.

1.4 Assistance enables the service user to identify ways in which they can deal with their presenting concerns, issues, or needs.

element 2

Negotiate provision of services by the social service worker or service provider.

performance criteria

2.1 Negotiation clarifies the role, function, and any legal responsibilities of the social service worker and service provider with the service user.

2.2 Negotiation clarifies services that could be offered to the service user by the social service worker or service provider.

2.3 Negotiations achieve agreement on the services to be provided by the social service worker or service provider according to their potential in assisting the service user to deal with their concerns, issues, or needs.

2.4 Negotiations achieve agreement on a plan for service provision by the social service worker or service provider.

Range: agreement on the plan for service provision – nature of services to be provided, timeframe, costs.
element 3

Complete service provider intake procedures.

performance criteria

3.1 Completion of intake procedures is according to the standards of the service provider.

Comments to:

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PO Box 2637
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Please Note: Providers must be accredited by the Qualifications Authority before they can offer programmes of education and training assessed against unit standards.

Accredited providers assessing against unit standards must engage with the moderation system that applies to those unit standards. [Please refer to relevant Plan ref: 0222]