Title	Establish working relationships with users of social services		
Level	4	Credits	12

Purpose	People credited with this unit standard are able to: identify essential features of the service user's culture and life experience; identify own reaction to the service user's culture and life experience; establish a working relationship with the service user; and demonstrate correct pronunciation and usage of aspects of the service user's language in the working relationship.

Classification	Social Services > Provide Social Services

Available grade	Achieved

Guidance Information

1   People awarded credit in this unit standard are able to outline the meaning of the articles of Te Tiriti o Waitangi and the relevance of Te Tiriti o Waitangi to social service work, and are able to apply this competence to the context of assessment for this unit standard (for further clarification, please refer to Unit 19408, *Outline the meaning and relevance of Te Tiriti o Waitangi in social service work*).

2   This unit standard may be assessed on the basis of evidence of demonstrated performance in the workplace, and/or through the use of simulated workplace situations that closely approximate the performance required in workplace settings. Workplace settings can include field education placements.

3   Glossary
     Approving authority means any qualified and/or competent individual, group, body, or organisation who is recognised as having the expertise to teach the language and culture that is the context of assessment. *Approving authority* includes but is not limited to: university, government training establishment, private training establishment, community training provider, tutor, trainer, lecturer, elder, fluent speakers of the language.
     Culture includes but is not limited to cultures based upon: age, class, disability, ethnicity, gender, sexual orientation, cultures within Māori, Pakeha, Pacific Islands, and Asian groupings; including identification with a culture through birth; adoption; or genealogy or whakapapa.
     An *environment that is conducive to the beginning of the 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: their age and stage of development, coping strategies, culture, disabilities, experience and knowledge, family or whānau history, gender, health status, personal

history, language, sexual orientation, socio-economic situation; and needs for physical comfort, safety, and privacy.

Inclusive language means language that is free of sexist, racist or other biases, avoids stereotypes, recognises performance and achievement irrespective of age, class, ethnicity, gender, sexual orientation, or other characteristics when they are irrelevant, and avoids potentially offensive or discriminatory forms of expression.

Service user(s) is used as a generic term to denote social service users who are involved in working relationships with the person awarded this unit standard. People awarded credit in this unit standard demonstrate competence in establishing relationships with two service users from her/his own culture and life experience, and two service users whose culture and life experience differs from the person seeking award of credit in this unit standard.

The term *social service worker* is used to refer to the person seeking award of credit in this unit standard.

4   People awarded credit in this unit standard encourage self determination of service users, discourage long term dependency by them on the social service worker or service provider, and maintain role boundaries with service users.

5   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.

Outcomes and performance criteria

Outcome 1

Identify essential features of the service user's culture and life experience.

Performance criteria

1.1   The culture of the service user is identified in terms of her/his identification with a culture or a range of cultures.

1.2   Essential features of the culture and life experience of the service user are identified in terms of their relevance to the purpose of the working relationship.

Range   essential features of culture – significant cultural values; socio-cultural factors, including kinship patterns, economic factors, and spirituality; migration and settlement patterns; personal and structural reasons for migration to and within Aotearoa New Zealand;
essential features of life experience – family or whānau origins, history, and structure; community interests; education; employment; disabilities; sexual orientation; health; influence of another dominant culture.

Evidence is required of identification of three essential features for each of culture and life experience.

1.3 The impact on the service user of their culture and life experience is identified and described.

Range impact – beliefs, relationships, values, world view.

Outcome 2

Identify own reaction to the service user's culture and life experience.

Performance criteria

2.1 Essential features of the social service worker's own culture and life experience are identified and described.

Range essential features of culture – significant cultural values; socio-cultural factors, including kinship patterns, economic factors, and spirituality; migration and settlement patterns; personal and structural reasons for migration to and within Aotearoa New Zealand;
essential features of life experience – family or whānau origins, history, and structure; community interests; education; employment; disabilities; sexual orientation; health; influence of another dominant culture.
Evidence is required of identification of three essential features for each of culture and life experience.

2.2 The impact on the social service worker of their culture and life experience is identified and described.

Range impact – beliefs, relationships, values, world view.

2.3 Similarities and differences between the culture and life experience of the service user and the social service worker are identified and described.

Range evidence is required of the description of three similarities and three differences.

2.4 Feelings and responses to the culture and life experience of the service user are identified and described.

Range feelings and responses – positive feelings, positive responses, negative feelings, negative responses.
Evidence is required of identification of one of each of the range.

Outcome 3

Establish a working relationship with the service user.

Performance criteria

3.1   An environment is established that is conducive to the beginning of the relationship.

3.2   Kawa or protocol for the relationship is established and sustained according to the cultures of the service user and social service worker.

3.3   Interpersonal skills are used that respond to verbal and non-verbal communications and are appropriate to the characteristics and needs of the service user.

        Range   interpersonal skills – attending, listening, following, clarifying, encouraging, questioning.

3.4   Communications with the service user are conducted through the use of inclusive language.

3.5   Ability to relate to difference in the relationship with the service user is demonstrated according to relevant criteria.

        Range   relevant criteria – acknowledgement of and respect for difference, acceptance, awareness of own culture, genuineness, honesty, humility, patience, self awareness, warmth.

3.6   The social service worker's behaviour with and responses to the service user are in accordance with relevant criteria.

        Range   relevant criteria – value base required of social service workers; code of conduct; social service worker's role, function, and boundaries; kawa or protocol for the relationship.

Outcome 4

Demonstrate correct pronunciation and usage of aspects of the service user's language in the working relationship.

Range   aspects of the service user's language – greetings and farewells; key cultural values; names for kinship structures;
        key cultural values - evidence is required of knowledge of words for three key cultural values in the service user's culture.
        Evidence is required in relation to one language other than the social service worker's first language, determined by the context of assessment.

Performance criteria

4.1   Knowledge of aspects of the service user's language is demonstrated in accordance with the standards required by an approving authority.

4.2   Pronunciation of aspects of the service user's language complies with standards required by an approving authority.

4.3   Usage of words is correct in terms of their meaning in the context in which usage is demonstrated.

This unit standard is expiring. Assessment against the standard must take place by the last date for assessment set out below.

Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	26 June 2002	31 December 2023
Review	2	24 June 2021	31 December 2023

Consent and Moderation Requirements (CMR) reference	0222

This CMR can be accessed at http://www.nzqa.govt.nz/framework/search/index.do.