Title	Demonstrate self-awareness for social service work		
Level	6	Credits	12

Purpose	People credited with this unit standard are able to: describe formative influences in own history and life experience; identify and explain the impact of own formative influences on social service work; explain systems for management and development of self-awareness in social service work; and demonstrate self-awareness in own relationships with service users in social service work.

Classification	Social Services > Professional Development of Social Service Workers

Available grade	Achieved

Guidance Information

1   Legislation relevant to this unit standard includes but is not limited to:
- Official Information Act 1982;
- Privacy Act 2020.

2   Definitions:
- A *cultural group* may include but is not limited to – whānau, hapū, iwi; Pacific Islands group; other cultural authority.
- *Field of social service work* includes but is not limited to – community work, counselling, Iwi/Māori social services, Pacific Island social services, social work, youth work.
- A *reference group* may include but is not limited to – co-worker group; professional association; peer group; cultural group; spiritual group.
- *Self-awareness* is defined as awareness by the social service worker of the impact of their personal beliefs, feelings, spirituality, philosophy, values, world view, and personal and professional boundaries on their work and relationships with service users in the social services.
- *Service user* is used as a generic term to denote people from social services user groups who are involved in working relationships with the candidate awarded this unit standard. They may be referred to by various descriptive terms in the range of social service settings. Service users may be individuals, couples, families or whānau.

3   This unit standard requires particular depth of disclosure of personal information. All communications with and between people preparing for award of this unit standard are treated confidentially by assessors and others involved in preparation for assessment. The scope and limits of confidentiality are defined through negotiation, informed consent, and criteria established by legislation, ethical practice, and service

provider guidelines. Sources of criteria established by legislation, ethical practice, and service provider guidelines include but are not limited to – Official Information Act 1982, Privacy Act 2020, 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.

4   People awarded credit in this unit standard must be able to implement Te Tiriti o Waitangi in social services according to the authority and resources available to them and be able to demonstrate application of this competence to the context of assessment for this unit standard.

Outcomes and performance criteria

Outcome 1

Describe formative influences in own history and life experience.

Performance criteria

1.1   The history of own family or whānau of origin is described.

      Range   family or whānau of origin is defined by genealogy or whakapapa and may include but is not limited to – birth, adoption, whāngai; evidence is required of an outline of own family or whānau history back to grandparents.

1.2   Formative influences in own personal history and life experience are described.

      Range   formative influences may include but are not limited to – age; culture, including significant cultural values; economic, political, ideological, kinship, and religious structures; disabilities; gender; sexual orientation; socio-economic status; spirituality; family relationships; social relationships; loss; educational, recreational, and work experiences; physical and mental development; historical origins; migration and settlement patterns; reasons for migration to and within Aotearoa New Zealand; evidence is required in relation to eight formative influences.

Outcome 2

Identify and explain the impact of own formative influences on social service work.

Performance criteria

2.1   The impact of own formative influences on philosophy of work within the social services are identified and explained.

      Range   philosophy of work within the social services includes but is not limited to – own vision; goals; reasons for chosen field of social service work; choice of field of practice within a field of social services.

2.2   The impact of own formative influences on self are identified and explained.

        Range   own beliefs, feelings, values, and world view; personal boundaries;
                  self-confidence; self-esteem; philosophy; spirituality.

2.3   The impact of own formative influences that relate to service users are identified
        and explained.

        Range   transference and countertransference; parallel process; personal
                  boundaries; professional boundaries; client safety.

2.4   Actual or potential risks to service users arising from own formative influences
        are identified and explained.

Outcome 3

Explain systems for management and development of self-awareness in social service
work.

Performance criteria

3.1   The role, function, and value of systems for management and development of
        self-awareness are identified and explained.

        Range   professional social services supervision, personal counselling in
                  management, reference or cultural group membership;
                  evidence is required of three reference or cultural groups.

Outcome 4

Demonstrate self-awareness in own relationships with service users in social service work.

Range   four situations with different service users.

Performance criteria

4.1   An awareness of the impact of own formative influences is demonstrated in
        relationships with service users.

        Range   own beliefs, feelings, values, and world view; personal boundaries;
                  self-confidence; self-esteem; spirituality.

4.2   An awareness of the impact of own formative influences is demonstrated in
        relating to service users.

        Range   transference and countertransference; parallel process; personal
                  boundaries; professional boundaries.

4.3   An awareness of client safety management is demonstrated in relationships
        with service users.

Planned review date	31 December 2025

Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	7 November 1996	31 December 2022
Revision	2	10 August 1998	31 December 2022
Revision	3	6 January 2000	31 December 2022
Review	4	26 June 2002	31 December 2022
Review	5	25 February 2021	N/A

Consent and Moderation Requirements (CMR) reference	0024

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

Comments on this unit standard

Please contact Careerforce info@careerforce.org.nz if you wish to suggest changes to the content of this unit standard.