



ESTABLISH, SUSTAIN  
AND DISENGAGE FROM RELATIONSHIPS  
WITH CLIENTS

*CONTINUOUS TRAINING PROGRAMME  
MODULE TWELVE*

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Candidate Name .....

Assessor .....



Jet Training, Care Plus1, Minehead Road, Norton Fitzwarren, Taunton, Somerset, TA2 6NS  
Telephone 01823 270845 Mobile 07775643169  
Email: [info@jet-training.org.uk](mailto:info@jet-training.org.uk)

[www.jet-training.org.uk/info@jet-training.org.uk/07775643169](http://www.jet-training.org.uk/info@jet-training.org.uk/07775643169)

# *4 Definitions that make up - CARE*

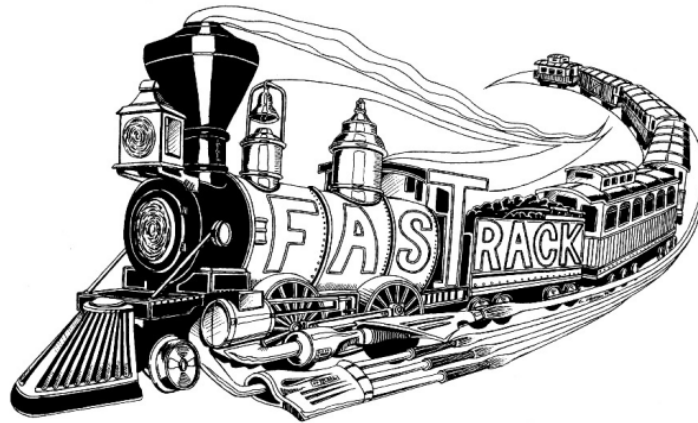
*Concern for others*

*Awareness  
of their needs*

*Respect for  
their individuality*

*Empathy with their  
problems / situations*





## **The Name of the Game is to Train**

### **FOREWARD**

*The Jet Continuous Training and Development Modules are designed to Inform, Educate and Probe the Candidates Knowledge and Understanding of the subject matter to confirm their competence on the subject*

This Continuous Training Programme Module is designed to help the candidate in several ways.

To aid the understanding of what the criteria is asking for

To give advice and guidance as to what is required

To gain definitions to help the candidate understand the wording that underpins the criteria

To give relevant answers to the Knowledge Specification Questioning

Information has been collected from previous NVQ training which still has validity as specific training needs and is specific to the subject matter.

Each Unit has its own Jet Certification

I wish you well with your training.

John Eaton RMN, RGN, RN (New York) DipRSA D32/33/34/36



*Certificate of  
Successful Completion*

*of the*



*Establish, Sustain and Disengage  
with Clients Module*

*recognises*

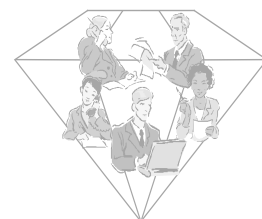
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*as having met the*

*Competence Requirement of this Module*

*Date .....*

*Signature .....*



**SKILL FORCE**

# ***ESTABLISH, SUSTAIN AND DISENGAGE FROM RELATIONSHIPS WITH CLIENTS ESTABLISH WORKING RELATIONSHIPS WITH CLIENTS***

When establishing a relationship with a client and their families and friends it is important to give accurate, clear and complete information to them regarding the workers name, role and organisation that they work for, and that no doubts or ambiguities of such are left in their minds.

Candidate Understanding	Y <input type="checkbox"/>	N <input type="checkbox"/>	Candidate Initial <input style="width: 90%;" type="text"/>
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Both the client and the workers expectations regarding contacts between them (and others where appropriate) are fully explored and acknowledged as such with the client, their family and friends.

Candidate Understanding	Y <input type="checkbox"/>	N <input type="checkbox"/>	Candidate Initial <input style="width: 90%;" type="text"/>
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Immediate action should be taken where there is a risk of abuse, harm, neglect and failure to protect the well being of the client, even if that means actions that are without the clients consent.

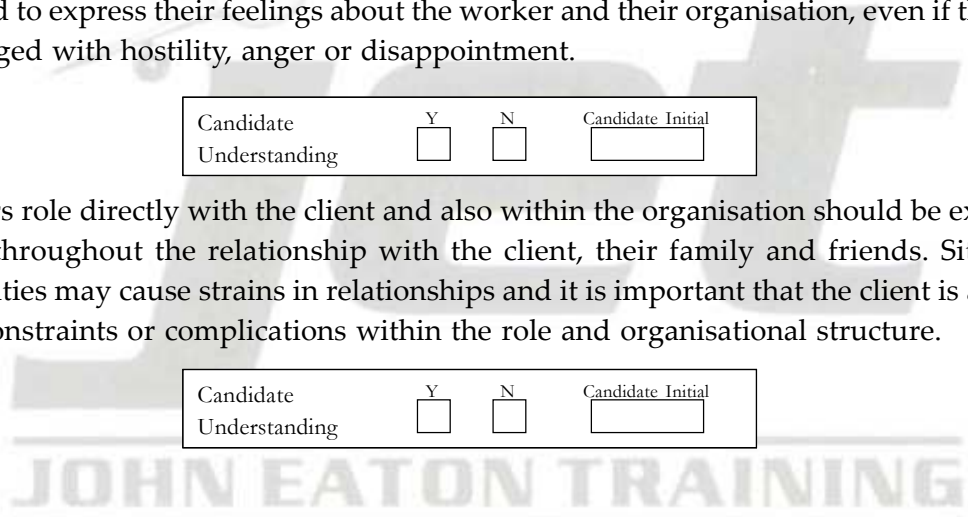
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The worker should ensure that the client and those who are significant to them are encouraged and enabled to express their feelings about the worker and their organisation, even if those feelings that are tinged with hostility, anger or disappointment.

Candidate Understanding	Y <input type="checkbox"/>	N <input type="checkbox"/>	Candidate Initial <input style="width: 90%;" type="text"/>
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The workers role directly with the client and also within the organisation should be explained and evaluated throughout the relationship with the client, their family and friends. Situations and responsibilities may cause strains in relationships and it is important that the client is aware of any potential constraints or complications within the role and organisational structure.

Candidate Understanding	Y <input type="checkbox"/>	N <input type="checkbox"/>	Candidate Initial <input style="width: 90%;" type="text"/>
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Trainee Signed .....	Date .....
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In order to have a successful dialogue and relationship with the client, their family and friends, the worker/client relationship should be underpinned with understanding of discussions that are confirmed in an appropriate manner taking into account of any needs and sensitivities.

Candidate Understanding	Y <input type="checkbox"/>	N <input type="checkbox"/>	Candidate Initial <input type="text"/>
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Challenging behaviour should be dealt with sensitively whilst maintaining the workers role within their individual, organisational and legal responsibilities.

Candidate Understanding	Y <input type="checkbox"/>	N <input type="checkbox"/>	Candidate Initial <input type="text"/>
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The Data Protection Act 1998 allows clients to access all personal data within 40 days of the request for information. The organisation has a policy for the requested information that is clear, in line with legislation and protects the client's confidentiality. Any client wishing to access personal information has a right to that information.

Candidate Understanding	Y <input type="checkbox"/>	N <input type="checkbox"/>	Candidate Initial <input type="text"/>
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I acknowledge all clients as individuals and I value their identity. My behaviour with them is testimony to this.

Candidate Understanding	Y <input type="checkbox"/>	N <input type="checkbox"/>	Candidate Initial <input type="text"/>
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Trainee Signed .....	Date .....
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# ALTERNATIVE STATEMENTS

A CARER SHOULD UNDERSTAND THE FOLLOWING

*One of the four answers below is correct*

1.  We had a discussion and I wrote the notes up later  
 Full accurate information was given and they fully understood my role and responsibilities  
 I read from a list of things I had to say and they said they understood but I had my doubts  
 As I was off duty in half an hour I quickly went through the processes
2.  I said we would meet weekly but forgot to say I was on leave next week  
 We all agreed that we would meet at the next crisis  
 We agreed our contact times and confirmed this with each other  
 I did not like the client so I got up and excused myself
3.  The client got out a razor blade and I asked them if they wanted a shave  
 The client told me they were suicidal so I told them to see their G.P.  
 The client discussed her fathers physical abuse with me and I wrote up my notes  
 The client stated that they had taken an overdose and I called for an ambulance immediately
4.  The client was angry with me and my organisation and I allowed them to vent their feelings  
 The client was abusive so I advised them to shut up as I would not tolerate their anger towards me  
 I do admit I can shout and swear with the best of them so I tell them not to start otherwise I will get angry  
 The client was angry with the organisation and I was totally in agreement with them
5.  I told them who I was, what I do in the organisation and that is it  
 I developed the relationships and enabled them to understand my role and its limitations in the organisation  
 I advised them that I can do most anything and have contacts in various departments to push things along  
 I was very negative as it saves having to more than I need to

Trainee Signed ..... Date .....

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- 6.  My relationship is productive and I ensure everyone understands the issues as they stand now
- The problem with these people is that they always want what they cannot have and expect me to work miracles
- The relationship was productive but I did tell a few white lies and hopefully they will not know
- The relationship was productive as I decided to leave the difficult bits for someone else
- 7.  Their challenging behaviour was stamped on immediately
- As they were bigger than me I thought it better to back down
- I understood their challenging behaviour and dealt with it with compassion
- Their challenging behaviour was the usual stuff so I told them where to go and went back to my office
- 8.  They asked for information about themselves and it was denied
- The Data Protection Act 1998 allows clients access to information about them
- They asked for information about themselves and I took out offending parts and gave it to them
- They asked for information held about them and I said we did not keep any
- 9.  I acknowledge clients as individuals, and acknowledge their values and identity
- I do not acknowledge clients as individuals, and acknowledge their values and identity
- I acknowledge clients as individuals, and do not acknowledge their values and identity
- I acknowledge clients as individuals, and acknowledge their futile values and identity



# RANGE

# CONTACTS

*Two out of four are correct*

- 1.  It is important to make current contacts aware of your role and responsibilities
- I prefer a small case load of future contacts rather than current ones
- Future contacts are of no concern to me
- The next time I see the client I will need to do a further assessment

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# DEVELOP AND SUSTAIN WORKING RELATIONSHIPS WITH CLIENTS

It is important to have a reason for continuing contact with a client. This may be in a written form, i.e. Assessment, Care Plan or Contract, or a verbal agreement for contact that is agreed with the client.

Candidate Understanding	Y <input type="checkbox"/>	N <input type="checkbox"/>	Candidate Initial <input style="width: 90%;" type="text"/>
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The client may wish to communicate verbally, in writing, by phone or fax, email or in person. There should be an agreement about who else should be contacted and those people should be appropriate for the client need and the nature of the relationship.

Candidate Understanding	Y <input type="checkbox"/>	N <input type="checkbox"/>	Candidate Initial <input style="width: 90%;" type="text"/>
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An agreement between worker and client should be in place regarding the frequency and method of contact with the client. The level of contact and clients ability to agree may reflect various factors including the workers role, organisational policies, and procedures and any legal inputs such as the 'At Risk Register', 'Mental Health Act' or 'Children Act'.

Candidate Understanding	Y <input type="checkbox"/>	N <input type="checkbox"/>	Candidate Initial <input style="width: 90%;" type="text"/>
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The worker should take into account the level of emotional support the client needs and it should be sufficient for the needs of the client

Candidate Understanding	Y <input type="checkbox"/>	N <input type="checkbox"/>	Candidate Initial <input style="width: 90%;" type="text"/>
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The client is supported and actively encouraged and enabled to express their perspectives, needs, wishes, values and feelings about the worker and their organisation, even if those feelings that are tinged with hostility, anger or disappointment.

Candidate Understanding	Y <input type="checkbox"/>	N <input type="checkbox"/>	Candidate Initial <input style="width: 90%;" type="text"/>
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The worker should always explain to the client the situation as they see it, clearly and honestly with their own values and feelings in a way that the client can comprehend.

Candidate Understanding	Y <input type="checkbox"/>	N <input type="checkbox"/>	Candidate Initial <input style="width: 90%;" type="text"/>
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The level and type of contact should be appropriate to the client needs and forms part of the contract (verbal or written) made with the client.

Candidate Understanding	Y <input type="checkbox"/>	N <input type="checkbox"/>	Candidate Initial <input style="width: 90%;" type="text"/>
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Any failure to meet the contact agreement by the worker should be accurately explained to the client without delay.

Candidate Understanding	Y <input type="checkbox"/>	N <input type="checkbox"/>	Candidate Initial <input style="width: 90%;" type="text"/>
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Trainee Signed .....	Date .....
Assessor Initial .....	Competent Y [ ] N [ ] ..... Date







# ALTERNATIVE STATEMENTS

A CARER SHOULD UNDERSTAND THE FOLLOWING

*One of the four answers below is correct*

1.  The purpose and nature of continuing contact are accurate and agreed  
 The purpose of the contact and its nature is inaccurate and agreed  
 The nature and purpose of the contact is accurate and not agreed  
 The purpose and nature of the contact are not known
2.  Contacts such as not meeting in person, or writing or telephoning are common methods of communication  
 Contacts such as meeting in person, or writing or telephoning are common methods of communication  
 Contacts such as meeting in person, or not writing or telephoning are common methods of communication  
 Contacts such as meeting in person, or writing or not telephoning are common methods of communication
3.  All clients are able to negotiate when contact is made with the worker  
 The worker decides when they will have contact with the client  
 There are no restrictions that prevent a client having full participation in making a decision about the nature and times of contacts  
 There are constraints that may cause some clients not to be able to negotiate when contact is made, others are free to make agreements
4.  The level of emotional support must not be reflected in the contact  
 The level of emotional support must be reflected in the contact lens  
 The level of emotional support must be refracted in the contact  
 The level of emotional support must be relaxed in the contact
5.  Clients are supported to express themselves, positively or negatively to the worker  
 Clients are not supported to express themselves, positively or negatively to the worker  
 Clients are supported to not express themselves, positively or negatively to the worker  
 Clients are supported to express themselves, positively or not negatively to the worker
6.  Workers are supported to not express their perceptions, clearly and honestly to the client  
 Workers are supported to express their perceptions, clearly and dishonestly to the client  
 Workers are supported to express their perceptions, clearly and honestly to the client  
 Workers are not supported to express their perceptions, clearly & honestly to the client

Trainee Signed ..... Date .....

Assessor Initial ..... Competent Y [ ] N [ ] ..... Date

- 7.  Agreed contacts relate to the levels and needs of the client
- Agreed contacts do not relate to the levels and needs of the client
- Agreed contacts relate to the levels and not the needs of the client
- Agreed contacts relate not to the levels and needs of the client
  
- 8.  When a worker fails to turn up to a contact, prompt and accurate explanations are made to the client
- When a worker fails to turn up to a contact, prompt and inaccurate explanations are made to the client
- When a worker fails to turn up to a contact, tardy and accurate explanations are made to the client
- When a worker fails to turn up to a contact, prompt and accurate explanations are not made to the client

## ***RANGE***

*Three out of six are correct*

- 1  Telephones are not a good way to communicate
- Telephones are a good way to communicate
- Meeting in person is not a good way to communicate
- Meeting in person a good way to communicate
- Writing is not a good way to communicate
- Writing is a good way to communicate



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# ***DISENGAGE FROM RELATIONSHIPS WITH CLIENTS***

It is important that the reasons for disengaging from relationship are clearly established with clients, their families and friends. It can be an anxious time for all.

Candidate Understanding	Y <input type="checkbox"/>	N <input type="checkbox"/>	Candidate Initial <input style="width: 100%;" type="text"/>
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Clients views on disengagement need to be fully examined, explored and acknowledged.

Candidate Understanding	Y <input type="checkbox"/>	N <input type="checkbox"/>	Candidate Initial <input style="width: 100%;" type="text"/>
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The outcomes of the work achieved are evaluated against the original plan for the need for contact. This should be summarised with the client and significant others and compared to analyse the results against the original agreed objectives.

Candidate Understanding	Y <input type="checkbox"/>	N <input type="checkbox"/>	Candidate Initial <input style="width: 100%;" type="text"/>
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Any lack of resources that may affect the continuing relationships are discussed with the client to ensure that there is a helpful understanding of the situation that will meet the concerns of the individual.

Candidate Understanding	Y <input type="checkbox"/>	N <input type="checkbox"/>	Candidate Initial <input style="width: 100%;" type="text"/>
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Where there is unmet needs, these should be identified and options given for how to meet those needs. This includes giving advice and support for the client to complain or appeal. The procedures for this are made available for the client, their family and friends.

Candidate Understanding	Y <input type="checkbox"/>	N <input type="checkbox"/>	Candidate Initial <input style="width: 100%;" type="text"/>
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Other agencies can help whilst disengaging relationships. Agencies such as their G.P., Citizens Advice, Advocacy Service, Department of Employment and Education, Accommodation Bureaus, self help groups and other voluntary groups depending on the need. Some adult Social or Health Care worker may also be involved.

Candidate Understanding	Y <input type="checkbox"/>	N <input type="checkbox"/>	Candidate Initial <input style="width: 100%;" type="text"/>
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When the worker has feelings regarding disengagement affect the process, an appropriate support worker should be involved without delay. There is also a danger of 'Transference' if a worker becomes too involved.

Candidate Understanding	Y <input type="checkbox"/>	N <input type="checkbox"/>	Candidate Initial <input style="width: 100%;" type="text"/>
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If there is any indication that disengagement will cause a risk to the client or their family, urgent attention should be sought from the appropriate authority.

Candidate Understanding	Y <input type="checkbox"/>	N <input type="checkbox"/>	Candidate Initial <input type="text"/>
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All relevant information, including disengagement is recorded and passed on to other workers and organisations who need and are authorised to have that information.

Candidate Understanding	Y <input type="checkbox"/>	N <input type="checkbox"/>	Candidate Initial <input type="text"/>
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Trainee Signed .....	Date .....	
Assessor Initial .....	Competent Y [ ] N [ ] .....	Date .....







# ALTERNATIVE STATEMENTS

A CARER SHOULD UNDERSTAND THE FOLLOWING

*One of the four answers below is correct*

1.  I closed the case and went home  
 We were all aware of the reasons for disengaging  
 I discussed the reasons for disengaging with the client and no-one else  
 I wrote to the client explaining the reasons for disengaging
2.  The clients views on disengagement were not sought  
 We took on board the clients view on disengagement and acknowledged their feelings  
 I requested a counsellor as I did not want to explore the clients feelings  
 The client spelt out exactly what they thought of disengagement whilst I was thinking about my holiday
3.  The client was disengaging so the file was closed  
 We agreed not to summarise the outcomes with the clients and significant others of the work achieved just incase there was no achievement made  
 The outcomes of the work achieved was accurately evaluated with the clients and significant others against the original plan  
 When we went to evaluate the work achieved, we could not find the original file
4.  I discussed the limited resources with the client and then whined on about lack of investment in services available  
 I told the client that there was not a hope in hell of any extra resources  
 I explained the resource limitations and the client understood the problem  
 As there was no limits on resources, I did not inform the client of any limitations
5.  If a client has unmet needs, advise regarding complaining or appealing should be given  
 If a client complains of unmet needs, I explain that it is tough luck  
 The client should be grateful for all the inputs they have been given  
 It is unfortunate that all needs were not met, but there was nothing I could do about it
6.  The client was given a list of names of agencies that they could utilise once they had disengaged  
 The client was advised to go to the council and ask for a house when disengaging as that would solve the problem  
 The client was offered access to and support through other agencies whilst disengaging  
 I advised the client to move to another area as they had more facilities there

Trainee Signed ..... Date .....

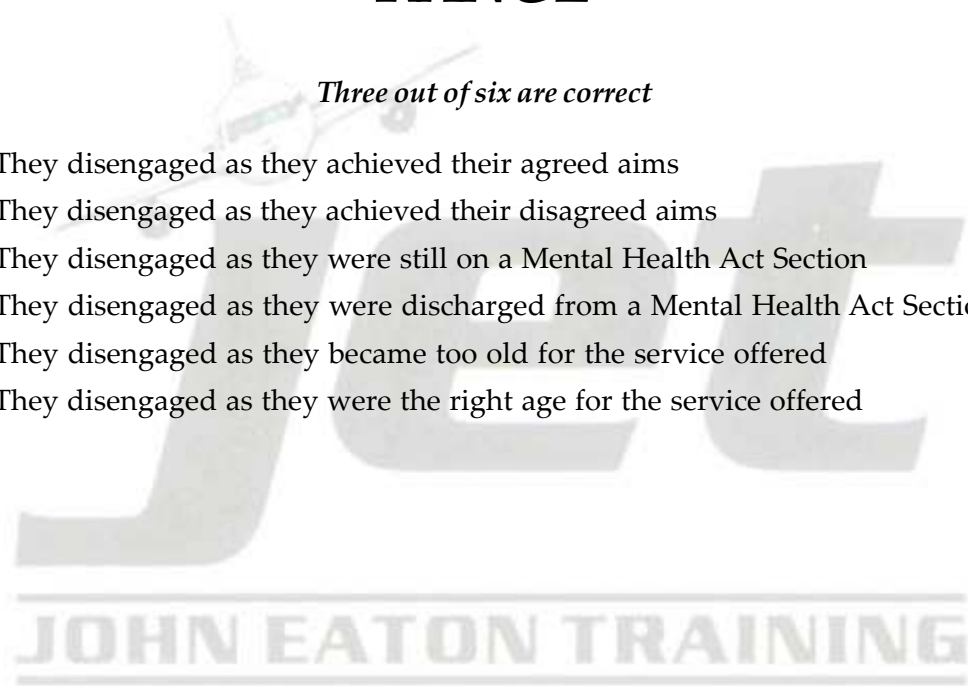
Assessor Initial ..... Competent Y [ ] N [ ] ..... Date

- 7  I was not prepared for disengagement, so I told the client I would still see them when they had left the unit
- I felt saddened by the disengaging and I advised my supervisor of this
- The client disengagement was traumatic for me, but I did not seek advice or support
- As I felt upset about the disengagement, I went out and consumed a large amount of alcohol
  
- 8  I believed the client was at risk from their family, so I advised my supervisor
- Though I knew there was a risk, I thought I'd keep it to myself in case I was wrong
- I knew there was a risk, but the client was nothing to do with me anymore so I did nothing
- I did not think there was a risk, so I told the police just in case
  
- 9  I binned all the documentation when the client left
- All records were accurate and sent to the Social Services who were following up the client after disengagement
- I sent all the documents to the Advocacy Service in case the client called in for help
- I gave all documentation to the client and told them they could do what they wanted with them

## ***RANGE***

*Three out of six are correct*

- 1  They disengaged as they achieved their agreed aims
- They disengaged as they achieved their disagreed aims
- They disengaged as they were still on a Mental Health Act Section
- They disengaged as they were discharged from a Mental Health Act Section
- They disengaged as they became too old for the service offered
- They disengaged as they were the right age for the service offered



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# KNOWLEDGE AND UNDERSTANDING QUESTIONS

State what legislation such as the Children Act, Mental Health Act, Probation Orders, Juvenile Justice Act, At Risk Register and how it encroaches in your work and how it affects your rights, powers and duties:

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Can the above Acts affect the relationship with the client, worker and organisation:

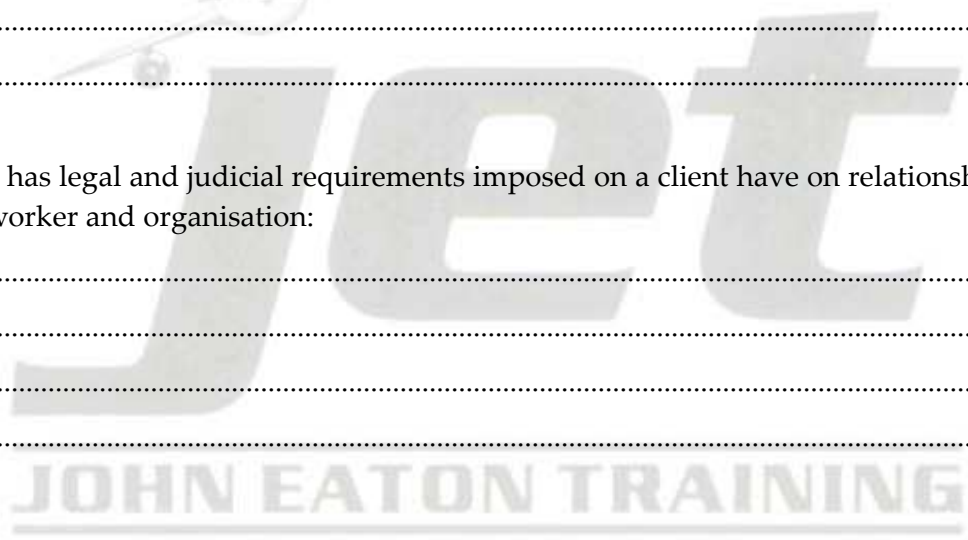
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Where there is specific law, guidelines, policies and procedures imposed on a client, how does it affect the relationship between client, worker and organisation:

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What effect has legal and judicial requirements imposed on a client have on relationships between the client, worker and organisation:

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What are your limits, power and boundaries in your work and why is it important for you to explain this to the client:

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Clients have rights. How can this affect their relationship with you:

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Give an example of a law, policy, procedure or practice which could affect the frequency of contact and when that contact can be legally terminated:

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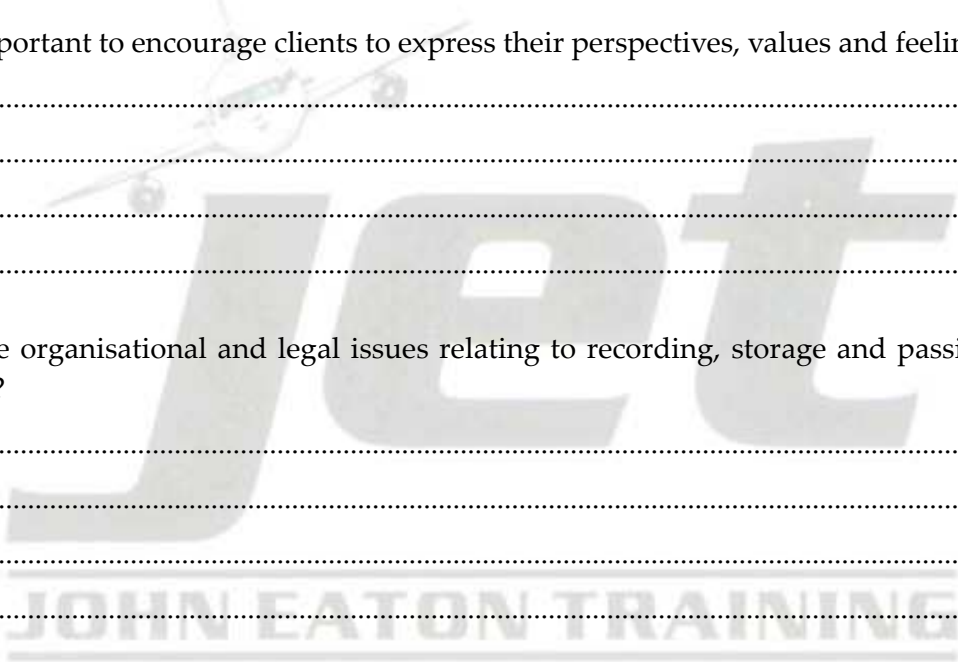
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Why is it important to encourage clients to express their perspectives, values and feelings?

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What are the organisational and legal issues relating to recording, storage and passing on client information?

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Give an example of when preparation for disengagement may not be possible and how you would deal with it:

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Why is it important to evaluate the initial agreement with the final outcomes with the client and offer positive feedback on this to the client:

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What resources and services are available to clients when they have disengaged:

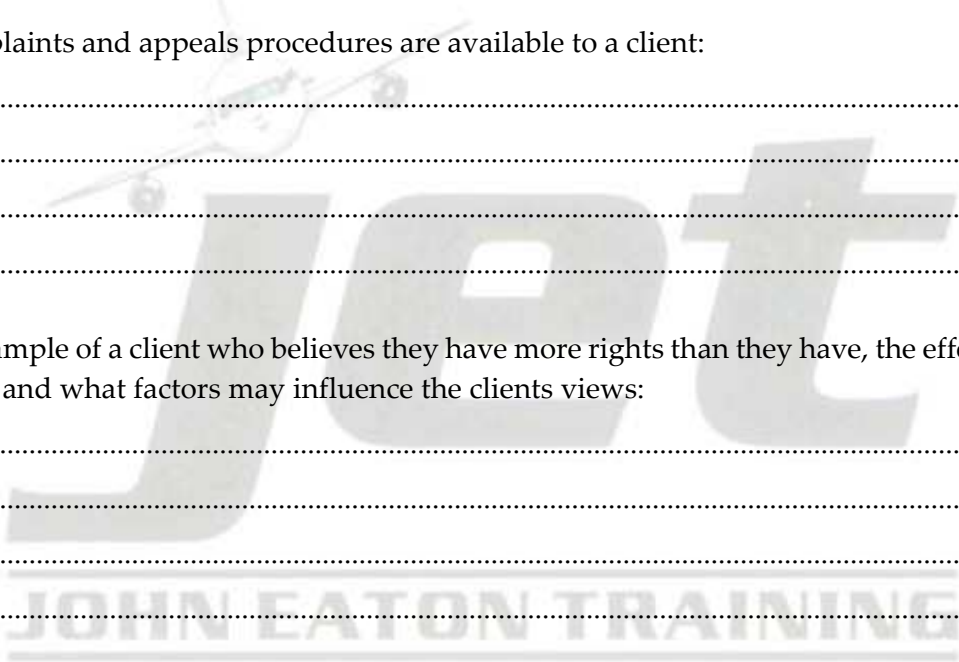
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What complaints and appeals procedures are available to a client:

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Give an example of a client who believes they have more rights than they have, the effect this has on the worker and what factors may influence the clients views:

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Trainee Signed .....	Date .....	
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How do sources of power such as size and age influence relationships between client and worker:

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A client states that they wish to stay up all night. How would you handle this situation:

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First impressions last. Why is it important to get the relationship between worker and client right for the ongoing relationship:

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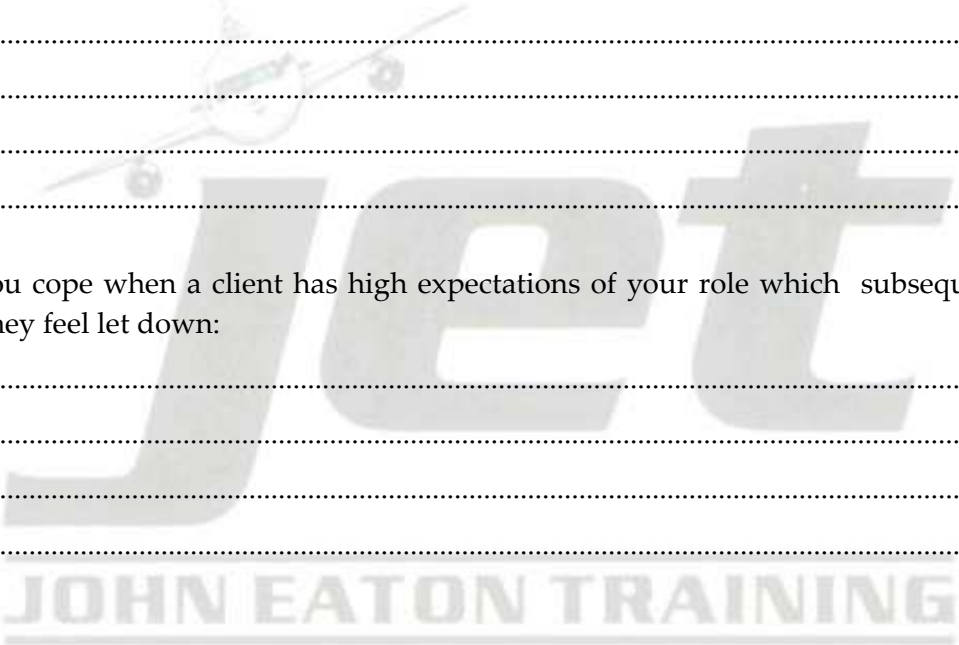
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How do you deal with frustration and anger regarding a difficult client:

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How do you cope when a client has high expectations of your role which subsequently are not realised. They feel let down:

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Trainee Signed .....	Date .....	
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Give an example of an organisational policy or resources may affect contact between the worker and the client:

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How does client and worker perspective differ and may affect the working relationship:

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Dependency can occur with both client and worker, how can the worker disengage without trauma:

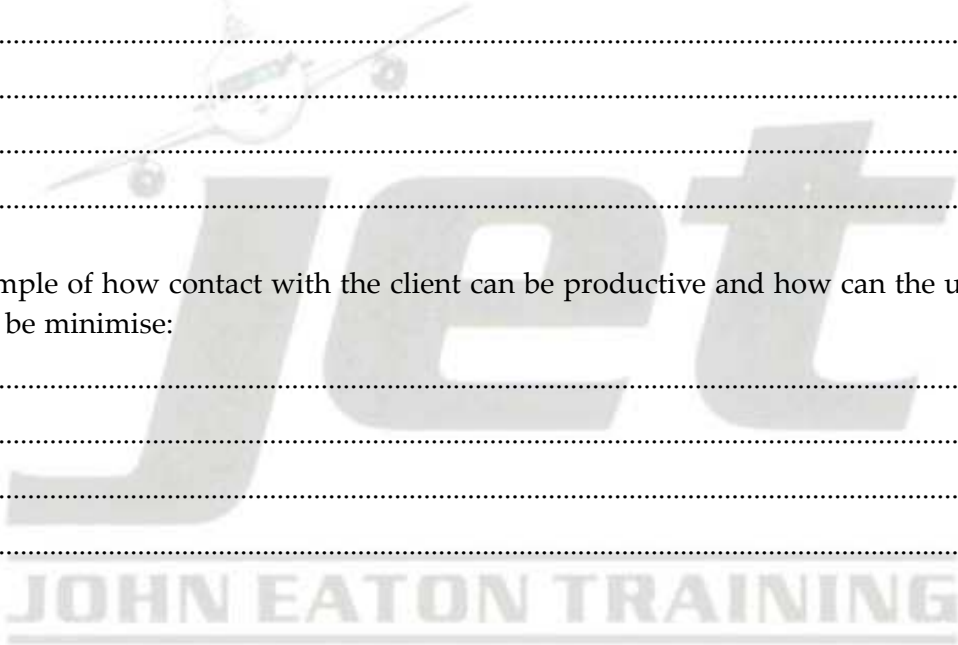
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How can feelings of anger and loss be dealt with constructively when a client is disengaging:

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Give an example of how contact with the client can be productive and how can the unproductive intervention be minimise:

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Trainee Signed .....	Date .....	
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How can challenging and behaviour be dealt with:

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When feelings and perceptions affect the development of working relationships, how can exploring them improve those relationships:

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As goals and expectations change, how can the working relationship between worker and client remain productive:

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Explain why listening, physical support and reassurance help the client, and why safe 'acting out' can minimise distress:

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How are reviews of the working relationship between worker and client carried out:

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Trainee Signed ..... Date .....

Assessor Initial ..... Competent Y [ ] N [ ] ..... Date

How are objectives, achievements and shortfalls with clients, families and friends evaluated:

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What methods are used to help the worker disengage from a client:

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How can a client be empowered to make effective working relationships for the future:

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Trainee Signed .....	Date .....	
Assessor Initial .....	Competent Y [ ] N [ ] .....	Date .....