**NZQA**

**Approved**

Achievement standard: 91097 Version 3

Standard title: Demonstrate understanding of ways in which well-being can change and strategies to support well-being

Level: 1

Credits: 4

Resource title: Supporting people

Resource reference: Health VP-1.3 v2

Vocational pathway: Social and Community Services

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| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number A-A-02-2015-91097-02-7255 |
| Authenticity of evidence | Assessors/educators must manage authenticity for any assessment from a public source, because learners may have access to the assessment schedule or exemplar material.  Using this assessment resource without modification may mean that learners’ work is not authentic. Assessors/ educators may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform. |

Vocational Pathway Assessment Resource

Achievement standard: 91097

Standard title: Demonstrate understanding of ways in which well-being can change and strategies to support well-being

Level: 1

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Vocational pathway: Social and Community Services

Learner instructions

# Introduction

This assessment activity requires you to demonstrate understanding of ways in which well-being can change, and strategies to support the well-being of an elderly woman who until recently has been fit, active and caring for her husband at home.

You are going to be assessed on how comprehensively you demonstrate understanding of the effects of the change on the well-being of an elderly woman, her and others’ consequent feelings (positive and negative) and possible responses; along with strategies to support their well-being during the change.

The following instructions provide you with a way to structure your work so you can demonstrate what you have learnt and achieve success in this standard.

Assessor/educator note: It is expected that the assessor/educator will read the learner instructions, and modify them if necessary to suit their learners.

# Task

You are training to be a caregiver in the aged care industry. While working in this industry you will be working with people who have often experienced situations in which their well-being can change, for example an illness or accident.

Your supervisor has asked you to demonstrate your understanding of ways in which well-being can change and strategies to support well-being by reading the scenario below about Maria and completing the activities that follow.

Maria was a retired, fit and healthy 79-year-old woman living independently with her husband Ahu. In her working life she had been a nurse. She was managing the day-to-day care of Ahu who was slowly succumbing to dementia. Ahu would sometimes forget who Maria was and become distressed, so she often needed to patiently and soothingly reassure him. His care involved everything that he needed physically such as food and washing, and also watching him in case he wandered outside and became lost and afraid.

Maria had not really noticed how much the stress and physical exhaustion of caring for Ahu was affecting her. Then one morning she literally could not get out of bed. She tried to raise her right arm, but it would not move. With Ahu to care for and unable to get up, she pressed her St John’s Ambulance pendant for help.

The medical services arrived promptly and took both her and Ahu to hospital. Maria’s family lived up north and could not cope with Ahu’s condition. The family admitted him to a care facility that specialised in patients with dementia. Maria stayed in hospital where she underwent tests and found out she had suffered nerve damage to part of her body. Maria didn’t mind staying in hospital as it was a familiar place to her and she understood how it worked. It was a different story when she was discharged.

Maria was brought back home by her sons, and although it was good to be home she could not do even the most simplest of tasks such as making coffee or meals or showering by herself. After some time visitors stopped coming to help her and she was alone, unable to care for herself and isolated from Ahu and what seemed like the whole world.

Then her sons arranged for a support person to come each day to help Maria. Addy was a kind young woman in her late twenties and nothing was too much trouble for her. She would arrive at 8 am each morning to help Maria breakfast, shower, dress and get ready for the day. Although Maria appreciated everything Addy did for her it was difficult for her to be so reliant on another person. Addy on the other hand understood her feelings and tried to help Maria feel more at ease. Slowly life began to change for Maria with Addy’s help.

Provide insightful explanations that show how the dimensions of hauora are interrelated, and justify your recommended strategies in terms of how they address the aspects of Maria’s well-being that have been affected.

## Part 1: Changes, feelings and responses

Changes have occurred in Maria’s life that affect her well-being.

* Explain with insight ways in which Maria’s well-being has changed as a result of the situation described in the scenario. You need to take account of the four dimensions of hauora (taha hinengaro, taha wairua, taha tinana and taha whānau).
* Explain how the changes across the dimensions of hauora are interrelated/connected to each other, and have a greater impact on Maria’s well-being than if only one or two dimensions were affected.

Maria will experience a range of emotions due to the change. She may respond in quite different ways to these emotions. Include both positive and negative feelings and responses.

* Explain feelings Maria could have about the change she is experiencing. Describe her feelings and explain why she might feel this way.
* Explain possible responses (something Maria might do or a reaction she might have) as a result of these feelings. Describe her responses and explain why Maria might respond in that way.

Changes in Maria’s life can also affect other people that she interacts with.

* Explain feelings that two other people might experience due to the changes to Maria’s well-being. Describe the feelings and explain why they might feel this way.
* Explain possible responses (something the other people above might do or a reaction they might have) as a result of this feeling. Describe the responses and explain why the other people might respond in that way.

Make sure both positive and negative feelings are included, and the feelings and responses are different for each person.

## Part 2: Support strategies

There are many different strategies that can be used to support someone who is struggling with change:

* Describe personal strategies that Maria could use to support her own well-being, and explain with insight how each strategy would enhance her well-being.
* Describe interpersonal strategies other people could use to support Maria’s well-being, and explain with insight how each strategy would enhance Maria’s well-being.
* Describe societal strategies that the hospital and/or the wider community could use to support Maria’s well-being, and explain with insight how each strategy would enhance her well-being.

Insightful explanations will show how the recommended strategies purposefully address how Maria’s well-being has been impacted by the situation described in the scenario.

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Vocational pathway: Social and Community Services

Assessor/Educator guidelines

# Introduction

The following guidelines are supplied to enable assessors/educators to carry out valid and consistent assessment using this internal assessment resource.

As with all assessment resources, education providers will need to follow their own quality control processes. Assessors/educators must manage authenticity for any assessment from a public source, because learners may have access to the assessment schedule or exemplar material. Using this assessment resource without modification may mean that learners' work is not authentic. The assessor/educator may need to change figures, measurements or data sources or set a different context or topic. Assessors/educators need to consider the local context in which learning is taking place and its relevance for learners.

Assessors/educators need to be very familiar with the outcome being assessed by the achievement standard. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing learners against it.

# Context/setting

This activity requires learners to demonstrate comprehensive understanding of ways in which well-being can change, and strategies to support well-being for an elderly woman who until recently has been fit, active and caring for her husband at home.

# Conditions

Learners’ work will be individually assessed.

# Resource requirements

Access to:

* the internet (if applicable)
* assessor/educator notes or learning journal during assessment.

# Additional information

The focus of this achievement standard is on change education through health-enhancing outcomes. Focus on any form of self-harm as a response to change is not appropriate for this standard.

# Assessment schedule: Health 91097 – Supporting people

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The learner demonstrates understanding of ways in which well-being can change, and strategies to support an elderly woman’s well-being by:   * describing the ways in which Maria’s well-being can change in relation to the four dimensions of hauora * describing the likely feelings and responses of Maria and others to the change. The feelings are mainly emotional reactions rather than thoughts or opinions about the situation * providing an account of personal, interpersonal, and societal strategies to support well-being during times of change. This includes a statement about how or why the strategies would enhance Maria’s well-being   For example, the learner describes:  Dimensions of hauora: *Taha hinengaro – Maria is feeling sad because she now cannot care for herself without help. Taha whānau – Ahu is no longer at home and now living in a care facility which means Maria will spend less time with him.*  Feelings and responses: *Maria may feel relieved that her family has found professional care for Ahu. She can focus on restoring her health and getting stronger.*  Personal strategies: *Maria decides to speak to Addy and tell her how she is feeling guilty that Ahu has had to go into a care facility. This will help to get her feelings out and she will feel happier.*  *The above expected learner responses are indicative only and relate to just part of what is required.* | The learner demonstrates in-depth understanding of ways in which well-being can change, and strategies to support an elderly woman’s well-being by:   * explaining ways in which Maria’s well-being can change in relation to each of the four dimensions of hauora and the interrelationships between the dimensions of hauora in relation to the changes * explaining the likely feelings and responses of Maria and others * explaining personal, interpersonal, and societal strategies for supporting well-being. The explanations include valid statements about how/why the strategies would enhance Maria’s well-being   For example, the learner explains:  Dimensions of hauora: *Maria’s taha hinengaro has changed as she is feeling despondent and disappointed. She is feeling this way because she cannot do the simplest of tasks anymore in terms of being able to look after herself independently and care for Ahu. Due to the change, her taha wairua is impacted as Maria is full of self-doubt because caring for people has always been the main part of her life, looking after her patients, then her family and Ahu. She does not know her purpose in life now. With the nerve damage she suffered, her taha tinana has been impacted as now she does not have the strength to physically care for herself and Ahu without the assistance of others. Her taha whānau has changed because she and Ahu lived together and spent time together every day and now they are living apart with Ahu in the care home and are spending less time together, altering their relationship.*  *Maria has suffered nerve damage which has meant she can no longer independently care for herself and her husband Ahu. Ahu now has had to move into a care facility and their relationship has changed because she used to look after him in their home and they spent every moment together. Because of this she is feeling despondent and disappointed which causes her to doubt herself and to question her purpose in life.*  Feelings and responses: *Maria is feeling worthless because she cannot care for herself or Ahu. Since she became ill she now has to rely on other people like Addy, her home help, and her family to support, look after and make decisions for her. Because she is feeling this way she might be less interested in food and not want to prepare and eat meals. As a result of not eating so well she could lose weight and become frailer.*  Personal strategies: *Maria could ask Addy to work alongside her in discovering what she can and can’t do, and these things could become tasks for Addy to do (e.g. sorting and putting the washing into the machine and turning it on). She could reinforce small accomplishments with positive self-talk (e.g. ‘I can do this even though it is difficult – kia kaha’). By using positive affirmations and breaking tasks into smaller parts she can appreciate what she can do rather than what she has lost and this will help her to feel less disappointed and despondent in herself. Maria’s confidence and can-do attitude will begin to be restored enhancing her taha hinengaro and taha wairau.*  *The above expected learner responses are indicative only and relate to just part of what is required.* | The learner demonstrates comprehensive understanding of ways in which well-being can change, and strategies to support an elderly woman’s well-being by:   * explaining, with insight, the interrelationships between the dimensions of hauora in relation to the changes. The explanation explicitly and clearly considers how the dimensions of hauora are interrelated and makes connections to the feelings and responses already explained * explaining, with insight, the likely feelings and responses of Maria and others. Positive and negative feelings and responses are encompassed * explaining, with insight, critical personal, interpersonal, and societal strategies for managing the change situation that are clearly relevant. The explanations provide a justification for the use of each strategy, including how the strategy purposefully addresses the aspects of Maria’s well-being impacted upon by the change   For example, the learner explains:  Dimensions of hauora: *Maria is feeling despondent and disappointed, she is full of self-doubt since returning home from her stay in hospital because she cannot do the simplest of tasks anymore and physically care for herself and Ahu, and it’s affecting her well-being. She is upset having to have a stranger, Addy, come daily to her home to help her. Due to her illness, she is unsure if she will recover and be able to live independently in the future or will things get worse. She also does not know for how long she will be able to live in her own home and whether she will need to sell it and move to a retirement village. Maria feels disconnected from her whānau as they do not live locally, are not there to support her on a daily basis, and Ahu is in a care facility so she does not have him with her to talk to during the day. She has a lot of choices that she needs to make and now she feels she is alone and has to make these decisions herself. She has lost her independence and this has left her with feelings of loss, stress, isolation, loneliness and worthlessness affecting her well-being across all dimensions of hauora, and at the moment she does not know what the future holds for her.*  Feelings and responses: *Maria is feeling lonely, isolated and worried because Ahu her husband has gone into a care facility and because of her recent illness. Although it was stressful caring for him, she had the comfort of knowing he was safe and well looked after and she could spend a lot of time with him. They have been together all their married life and it would be very hard for her to be apart from him and she would be lonely during the day and at night. As a response, Maria could organise set times every second day to visit Ahu, and ask Addy to go with her, helping her get there and back home. Having a set routine of visits means that for now Maria is seeing Ahu more frequently and she is reassured he is being properly cared for. With Addy’s help, getting to the care facility is more manageable and less exhausting for Maria.*  Personal strategies: *Maria could improve her quality of life by learning what she can and can’t do with Addy’s help. She could ask Addy to work alongside her in discovering what she can’t do and these could become tasks for Addy (e.g. she might not be able to get wet washing out of the machine and hang it out, but she could sort the washing and put the machine on in the evenings, ready for Addy to hang out and get in the next day, and she could do the folding and ironing sitting down). She could reinforce these small accomplishments with the use of positive self-talk, (e.g. ‘I can do this even though it is difficult – kia kaha’). By using positive affirmations and breaking tasks into smaller parts, she can appreciate what she can do rather than what she has lost. Maria’s confidence, sense of purpose and can-do attitude will begin to be restored as she can feel a sense of accomplishment by completing these smaller daily tasks. It will also give her something to occupy her time during the day. She could reflect back and remind herself about other difficulties she has overcome before and that she is making an effort to find solutions so she can live more independently.*  *The above expected learner responses are indicative only and relate to just part of what is required.* |

Final grades will be decided using professional judgement based on an examination of the evidence provided against the criteria in the Achievement Standard. Judgements should be holistic, rather than based on a checklist approach.