**NZQA**

**Approved**

Achievement standard: 91237 Version 2

Standard title: Take action to enhance an aspect of people’s well-being within the school or wider community

Level: 2

Credits: 5

Resource title: Care for the carers

Resource reference: Health VP-2.3 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-02-2015-91237-02-8183 |
| 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

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Learner instructions

# Introduction

This assessment activity requires you to take action to enhance an aspect of aged care workers’ well-being within an aged care facility by planning, implementing, and evaluating a plan for health promoting action.

You are going to be assessed on how you take comprehensive action to enhance an aspect of aged care workers’ well-being within an aged care facility.

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

As many as 48,000 people care for older people either in their homes, in residential facilities, or in hospitals (*Caring Counts,* Human Right Commission,2012). Caring for the elderly is an emotionally rewarding and fulfilling job that requires knowledgeable, skilled, compassionate, and patient carers. Every day you get to see that what you have done has made a significant difference in someone else’s life. In addition to meeting the physical and/or medical needs of the elderly, you can play an important role in helping them overcome loneliness, helplessness, and boredom, factors which can disable individuals. The appreciation and gratitude of your clients and their relatives will surprise and encourage you in your day to day work. It is essential, however, that those whose job it is to care for others also care for themselves so they can continue to function at a high level, and maintain their job satisfaction and motivation.

Choose an issue relating to the well-being of aged care workers in your local community.

Working together you will plan and use health promotion strategies to take positive action to bring about health-enhancing change in relation to this issue. You need to document individually the planning, implementation and evaluation of your health promoting action.

## Part 1: Plan your action

### Identify the issue

Briefly describe the issue relating to well-being of aged care workers that you or your group has identified to be the focus for your health-promoting action. Include in your description:

* how the issue arose
* its importance (now and in the future) for your local community.

State clearly what the overall SMART (Specific, Measurable, Achievable, Realistic, and Time-framed) goal of your health promotion action will be.

Explain how your planned action would enhance the well-being of aged care workers and other people in your local community. In your explanation you should relate your answer to the concept of hauora by considering:

* short and long term positive effects
* positive effects for personal well-being for the aged care workers, other people they have relationships with and the community as a whole
* all/any of the dimensions of hauora and how the dimensions link to each other.

### Develop a detailed, workable plan of action

Develop a plan to enhance well-being in relation to your issue, which includes the following aspects and relates to the concept of SMART goal setting:

* actions which are critical for addressing the issue and an explanation of why each of these actions is needed
* descriptions of potential barriers and enablers related to taking these actions
* explanations of how the barriers could hinder the plan’s implementation and how the enablers could assist with the plan’s implementation (you should also consider how the barriers could be overcome)
* an appropriate and realistic time frame for the actions.

## Part 2: Implement your plan

Carry out your planned health promoting action.

Keep a log as you carry out your action that details your personal contribution. This will also help you in completing your evaluation. Include in your progress log:

* date the action was taken
* the specific action taken
* what happened (self-reflection, feedback and comments from others)
* any enablers that arose
* any barriers/problems that arose.

Where possible, provide evidence that demonstrates the implementation of your plan of action, for example surveys, photographs, audio-video recordings, minutes of meetings, posters, written submissions, presentations made to stakeholder group/s, materials developed, public displays, seminars, copy of a letter and reply, stakeholder evaluation.

## Part 3: Evaluate the outcomes of implementing the plan of action

Critically reflect on the outcomes of the implementation of your plan for the well-being of aged care workers and other people in your local community. Describe:

* the results of your actions – a summary of what actually happened, and to what extent you achieved your SMART goal
* actions that were successful, and how these actions resulted in a positive impact on people’s well-being as planned
* actions that were not successful, the reasons for this and how this interfered with your ability to achieve positive impacts for people’s well-being
* whether the actions impacted on all or only some people and reasons for this
* alternative or additional actions needed to meet the overall goal if this health promotion was continued or repeated, and reasons why these changes would be needed
* what steps should be taken now to build upon the positive impacts for well-being achieved by the actions.

Support your evaluation with specific evidence from your implementation.

## Useful websites

Health Promoting Schools (NZ): <http://hps.tki.org.nz/>

Human Rights Commission: Report of the inquiry into the aged care workforce: <http://www.hrc.co.nz/eeo/caring-counts-report-of-the-inquiry-into-the-aged-care-workforce>

Local or central Government resources, publications and websites, such as: <http://www.beehive.govt.nz/>

Ministry of Business, Innovation and Employment - Health and safety guidelines for the health care sector and publications regarding managing stress: <http://dol.govt.nz/>

Mental Health foundation of New Zealand: Five ways to well-being:<http://www.mentalhealth.org.nz/page/1180-5-ways-to-wellbeing>

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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 take comprehensive action to enhance an aspect of well-being in their local community by planning, implementing and evaluating a plan for health promotion for aged care workers.

# Conditions

Although learners will likely work in a small group, each learner needs to document individually the planning, implementation and evaluation of his/her health promoting action.

Decide on the format of the final presentation. You may wish to take learners’ preferences into account in deciding on the format.

The issue and action plan should be assessed prior to the implementation.

You might need to alter the format and instructions about the progress logs if a different log such as a blog or audio/video diary is used by the learners.

Assessors/educators could regularly view and sign off log entries to monitor progress and enable authentic evidence to be provided.

# Resource requirements

The resources that learners need to implement their health promotion action will depend on the action chosen. They might include, for example, access to a video and camera; computer, printing and internet access; community policies, proposals or laws; relevant community members.

Learners will need access to their documentation from Part 1 and 2 (plan, log and collected evidence) to complete Part 3 (evaluation of the outcomes).

# Additional information

Health promotion actions that could be taken in your learners’ local community include:

* Promoting awareness of issues related to well-being for people working in the sector, for example mental health, coping skills, interpersonal communication skills, physical fitness, healthy eating, and accessing local services to assist them in their work.
* Supporting a local aged care provider to promote an aspect of well-being for their staff.
* Organising and running a learner-led health promotion campaign as part of a community or nationwide action, such as ‘Five ways to well-being’ or ‘Working Well’ (Mental Health Foundation of New Zealand).
* Developing health promotion material for display in the staff areas of the aged care facilities to support well-being, for example for mental health awareness, healthy eating, and physical activities.
* Developing awareness in the community about the important role played by carers to encourage and validate their work with the elderly, for example in local newspapers, and community radio, and visual displays in the community library, supermarket, malls, and noticeboards.
* Organising a community meeting or community health expo on a specific well-being related issue for people working in the aged care sector.
* Engaging with local government, local members of parliament and/or ministers of relevant areas about an aspect of health public policy or employment policy, for example, or other identified well-being issues for the sector.

This assessment activity directs learners to engage with the local or wider community, rather than within a learning community. The local or wider community refers to the area proximal to the learning provider, for example the surrounding neighbourhood, suburb, town or city.

The concept of hauora is used to explore the inter-related aspects of well-being. In health education, hauora is related to the Te Whare Tapa Wha model:

* taha whānau (social well-being)
* taha hinengaro (mental and emotional well-being)
* taha wairua (spiritual well-being)
* taha tinana (physical well-being).

Further information is available online at <http://health.tki.org.nz/Teaching-in-HPE/Curriculum-statement/Underlying-concepts/Well-being-hauora>.

Learners need to work within the established principles of health promotionas adopted by the Health and Physical Education Learning Area. For further reference, see *Curriculum in Action: Making Meaning, Making a Difference*, Years 11-13, Ministry of Education, Learning Media, 2004. This is available online at <http://www.tki.org.nz/r/health/cia/make_meaning/index_e.php>

# Assessment schedule: Health 91237 – Care for the carers

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The learner takes action to enhance an aspect of aged care workers’ well-being within the local community by:   * identifying an issue that affects an aspect of well-being for aged care workers within the local community * developing a workable plan * providing evidence of the plan’s implementation by completing log entries * evaluating the effectiveness of the action by reflecting on the implementation of the plan   For example:  The learner identifies the issue: *The Human Rights Commission report showed us as a community, that we do not value the work done by people caring for the elderly. This is about how we see the jobs people do and how it is valued in terms of pay. People today are living longer and the number of older people in society is increasing so there is going to need to be more people wanting to do this* work. *Some of us have older grandparents and we ourselves know we will be old one day, so it is important that we change these societal attitudes to ensure there will be carers in the future and the elderly have the best possible care.*  The learner describes a SMART goal: *Our goal is* *to raise awareness and promote the role that carers play in our community and acknowledge and value people who are caring for the elderly. We will do this over the next seven weeks.*  The learner describes how implementing this goal would enhance well-being: *To develop awareness means that the community will begin to understand, and value more, the important and vital role these people have supporting the elderly. We also want to acknowledge some of our local carers, to show them that we, as part of the community, value them for the work they do. This will enhance their well-being as they will feel more valued because we will acknowledge the work they do. This also would make them feel more confident and proud of what they are doing. We feel, because this acknowledgement is coming from young people, it could also be quite powerful and worthwhile to know someone out there cares about them.*  The learner develops a workable plan of action to improve well-being based on the concept of SMART goals (one step only): *April 10: Develop article for community newspaper promoting the role of carer for the elderly.*   * + Barrier: *People might not want to be featured in our article and the community newspaper might not run the article*.   + Enabler: *The newspaper has a ‘community’ page and we will contact them to organise it. We have a home based care provider organised to work with. We will take a mock-up of the type of article we will write when we first visit, and let the people featured know we will show it to them before it is published.*   The learner implements the plan of action (one step only): *April 10: I rang the newspaper and they are interested in our idea. We started doing the mock up. April 13: We visited the home care provider and went out for the morning with Aroha, a care giver, and saw what she did and took pictures of her at work.*  The learner evaluates the effectiveness of the action by reflecting on the implementation of the plan: *Our group organised with the paper to get our article printed first. The paper was interested and supportive. We spent a morning with Aroha visiting her patients and seeing what she does. We developed an article for the newspaper and a photo-story to go up on their website. This was about raising the public awareness about the important work that carers do in our community enabling the elderly to live in their own homes for longer. Going out with Aroha worked really well because we got to appreciate and see the social and emotional needs she was meeting for the elderly. She was proud to be featured in the article and said she was initially embarrassed when first asked to be our ‘face’ but thought it was good for people in the community to see the work carers do. Before we went out with her she asked us if we had done anything about getting permission from the people we would talk about. This was a minor problem that our assessor/educator helped us to sort out, and we got everything signed off. The biggest problem throughout the process was absences in the group. We made some changes to well-being, I believe. The people who work as carers see the interest we had as a group in terms of the work they did and we wanted the message of the important work they do put out into the community. We feel they should feel acknowledged, prouder and more confident with the publicity that was provided.*  *The above expected learner responses are indicative only and relate to just part of what is required.* | The learner takes in-depth action to enhance an aspect of aged care workers’ well-being within the local community by:   * identifying an issue that affects an aspect of well-being for aged care workers within the local community * developing a workable and detailed plan linked to the issue * evaluating the effectiveness of the action by reflecting on the implementation of the plan with evidence   For example:  The learner identifies the issue: *The Human Rights Commission report showed us as a community, that we do not value the work done by people caring for the elderly. This is about how we see the jobs people do and how it is valued in terms of pay. People today are living longer and the number of older people in society is increasing so there is going to need to be more people wanting to do this work. Some of us have older grandparents and we ourselves know we will be old one day, so it is important that we change these societal attitudes to ensure there will be carers in the future and the elderly have the best possible care.*  The learner describes a SMART goal: *Our goal is to raise awareness and promote the role that carers play in our community and acknowledge and value people who are caring for the elderly. We will do this over the next seven weeks.*  The learner describes how implementing this goal would enhance well-being: *To develop awareness means that the community will begin to understand, and value more, the important and vital role these people have supporting the elderly. We also want to acknowledge some of our local carers, to show them that we, as part of the community, value them for the work they do. This will enhance their well-being as they will feel more valued because we will acknowledge the work they do, this also would make them feel more confident and proud of what they are doing. We feel, because this acknowledgement is coming from young people, it could also be quite powerful and worthwhile to know someone out there cares about them.*  The learner develops a detailed plan of action (one step only): *April 10: Research and develop article for community newspaper promoting the role of carer for the elderly. We will go out with a home carer for a morning to see what they do, take pictures, interview them and write the article. We need to do this step so we have an understanding of the work the carers do. The pictures will add a ‘human side’ to our article for the readers.*   * + Barrier: *We might find it hard to find a carer or carers willing to be featured in our article and the community newspaper might not want to run the article. We may not be able to get time off to go out with the carer.*   + Enabler: *We need to contact the newspaper early and speak to them about running the article. We will ask them what format they require for the article and the pictures to be in. Our assessor/educator has organised a home based care provider whose carers will work with us for this project. We have met some of the carers when we visited their office, and they seemed enthusiastic about what we are doing. We will take a mock-up of the type of article we will write when we first visit and let the people featured know that we will show it to them before it is published. We could go at the weekend if we cannot get time off*.   The learner implements the plan of action (one step only): *April 10: I rang the newspaper and they are interested in our idea. I have emailed them information and dates that we have so far. We started doing the mock-up of an article using the information the newspaper sent through. April 13: We visited the home care provider and went out for the morning with Aroha, a care giver, and saw what she did and took pictures of her at work for photo story and article.*  The leaner evaluates the effect of the implementation of the plan on well-being, using evidence: *First we researched the role of being a carer and thought about the information we would like to include. Our group negotiated with the paper when we needed to submit the article and mock-up (format, words, and pictures). The paper was interested, supportive and saw it as a positive human interest story. They also asked us to develop a photo-story for their website. We spent a morning with Aroha, visiting her patients and seeing what she does every day. We then developed the article for the paper and a photo-story. Our goal and actions were about raising the public awareness about the important work that carers do in our community enabling the elderly to live in their own homes for longer. Going out with Aroha worked really well because we got to appreciate and see the social and emotional needs she was meeting for the elderly. She was proud to be featured in the article and said she was initially embarrassed when first asked to be our ‘face’ and got a bit of a hard time from the others, however she felt it was good for people in the community to see the work carers do. A minor problem was that we initially had not thought about getting permission from the elderly. Our assessor/educator helped by ringing the company and helping us develop a permission form, which Aroha got signed for us before we visited. The biggest problem throughout the process was absences in the group. Two group members were away for several planning sessions – and one didn’t turn up to the first. This was a problem for all of us, as some of us had to do extra work, and we couldn’t rely on the others because we didn’t know if they would turn up. We found getting the carers to be involved with deciding on the main ideas for the article was really useful, as it gave us reassurance that we were on the right track. Also for them and the elderly people to check, see and provide feedback on the article before it went into print was important because it was about them and we did not want any mistakes. I believe our actions have made changes to the well-being of the carers and the community. We have developed connections with the people who work as carers and they have seen that young people are interested in what they do, and how we valued their work wanting to inform others in the community what they do. Our action was only one of a group (display in the library, Five ways to well-being week and the celebration Friday) that we completed as a group and together they have empowered the carers to feel proud, confident and acknowledged for the work they do enabling the elderly to remain in their homes.*  *The above expected learner responses are indicative only and relate to just part of what is required.* | The learner takes comprehensive action to enhance an aspect of aged care workers’ well-being within the local community by:   * identifying an issue that affects an aspect of well-being for aged care workers within the local community * developing a workable and detailed plan linked to the issue that includes actions that are critical for addressing the issue and explanations of these * critically evaluating the outcomes for aged care workers and community well-being through a relevant combination of:   + using evidence to show that actions have resulted in a positive impact on people’s well-being as planned   + giving reasons based on evidence for the failure of actions to achieve the overall goal   + giving alternative or additional actions that would be required to meet the overall goal, and reasons for these   + commenting on whether the actions impacted on all or only some people and reasons for this   + giving next steps for sustainability of the impacts of well-being achieved by actions   For example:  The learner identifies the issue: *The Human Rights Commission report showed us as a community, that we do not value the work done by people caring for the elderly. This is about how we see the jobs people do and how it is valued in terms of pay. People today are living longer and the number of older people in society is increasing so there is going to need to be more people wanting to do this work. Some of us have older grandparents and we ourselves know we will be old one day, so it is important that we change these societal attitudes to ensure there will be carers in the future and the elderly have the best possible care.*  The learner describes a SMART goal: *Our goal is to raise awareness and promote the role that carers play in our community and acknowledge and value people who are caring for the elderly. We will do this over the next seven weeks.*  The learner describes how implementing this goal would enhance well-being: *To develop awareness means that the community will begin to understand, and value more, the important and vital role these people have supporting the elderly. We also want to acknowledge some of our local carers, to show them that we, as part of the community, value them for the work they do. This will enhance their well-being as they will feel more valued because we will acknowledge the work they do. This also would make them feel more confident and proud of what they are doing. We feel, because this acknowledgement is coming from young people, it could also be quite powerful and worthwhile to know someone out there cares about them.*  The learner develops a detailed plan of action that includes critical actions and explanations of these (one step only): *April 10: Research information about the role of the carer (who are they, what do they do, who do they help, where do they go). Develop an article for the community newspaper promoting the role of carer for the elderly. We will look at the profiles of carers in the ‘Valuing carers’ report for background information and go out with a home carer for a morning to see what they do, take pictures, interview them and write the article. This will give us a real picture of the work they do and we will be able to see how they enable the elderly person to continue to live in their own home in the community independently and safely. Publishing the article in the local community paper will get people to read about the important role that our carers play in enabling the elderly to remain in their own homes, live and contribute to the community.*   * + Barrier: *We might find it hard to find a carer or carers willing to be featured in our article and the community newspaper might not want to run the article. We may not be able to get time off to go with the carer during the day.*   + Enabler: *We need to contact the newspaper early and speak to them about running the article. We will ask them what format they require for it and the pictures to be in. They could also send us similar articles so we know their style. Our assessor/educator has organised a home based care provider whose carers will work with us for this project. We have met some of the carers when we visited their office, and they seemed enthusiastic about what we are doing. We will take a mock-up of the type of article we will write when we first visit and let the people featured know we will show it to them before it is published. We could go at the weekend because they have to work in the weekends as well, if we cannot get time off.*   The learner implements the plan of action (one step only): *April 10: I rang the newspaper and they are interested in our idea. I have emailed them information and dates that we have so far. We started doing the mock-up of an article using the information the newspaper sent through. April 13: We visited the home care provider and went out for the morning with Aroha, a care giver, and saw what she did and took pictures of her at work for photo story and article.*  The learner critically evaluates the outcomes for individual and community well-being: *Researching the role of being a carer was an important stage to understand the possibilities of the article and what we could include. Our group negotiated with the paper when we needed to submit the article and mock-up (format, words, and pictures). The paper was interested, supportive and saw it as a positive human interest story. They also asked us to develop a photo-story for their website. We spent a morning with Aroha visiting her patients and seeing what she does. We then developed the article for the paper and a photo-story. Our goal and actions were about raising the public awareness about the important work that carers do in our community enabling the elderly to live in their own homes for longer. Going out with Aroha worked really well because we got to appreciate and see the needs she was meeting for the elderly. We focused on the social, mental, emotional and spiritual needs she was supporting because when you think of caring for someone you mainly think about meeting their physical needs (our article develops a broader picture). She was proud to be featured in the article and said she was initially embarrassed when first asked to be our ‘face’ and initially got a bit of a hard time from the others, however she felt it was important for people in the community to see the work carers do. A minor problem was that we initially had not thought about getting permission from the elderly we were interviewing. Our assessor/educator helped by ringing the company and helping us develop a permission form, which Aroha got signed for us before we visited. The biggest problem throughout the process was absences in the group. Two group members were away for several planning sessions – and one didn’t turn up to the first. This was a problem for all of us, as some of us had to do extra work, and we couldn’t rely on the others because we didn’t know if they would turn up. If I do this type of group action again, I think the group members need to be responsible about getting in contact if they are going to be away. We found that getting the carers to be involved with deciding on the main ideas for the article was really useful, as it gave us reassurance that we were on the right track. Also for them and the elderly people to check, see and provide feedback on the article before it went into print was important because it was about them and we did not want any mistakes and showed respect for all involved. I believe our actions have made changes to the well-being of the carers and the community. Our group had a variety of different goals and had the wider community focus since the article was published getting the message out into the community. Also after some people wrote letters to the editor and commented about the article and photo-story on the website. We have developed connections with the people who work as carers and they have seen that young people are interested in what they do, and how we valued their work wanting to inform others in the community what they do. Our action was one of a number (display in the library, Five ways to well-being week and the celebration Friday) that we completed as a group and together they have empowered the carers to feel proud, confident and acknowledged for the work they do enabling the elderly to remain in their homes. The organisation could continue with the ‘Five ways to well-being’ as a programme because now they have the materials it could become one of the managers responsibility. If I was to change anything this is something we should have done in terms of talking to the managers as this would enable this aspect to be ongoing.*  *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.