**NZQA**

**Approved**

Achievement standard: 91239 Version 2

Standard title: Analyse issues related to sexuality and gender to develop strategies for addressing the issues

Level: 2

Credits: 5

Resource title: Raising awareness

Resource reference: Health VP-2.5 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-02-2015-91239-02-8185 |
| 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 analyse issues relating to sexuality and gender and to develop strategies, which can be used by ambulance officers, for addressing these issues.

You are going to be assessed on how comprehensively you analyse issues related to sexuality and gender. You will need to engage critically with the evidence to explain how the recommended strategies to address the issues reflect the values of social justice as well as the interrelationships between personal, interpersonal and societal aspects.

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

Ambulance officers may experience different issues when working with the public. This includes issues relating to sexuality and gender. The scenarios provided in the Resources section portray situations relating to gender and sexual identity that ambulance officers may come across. Use this information to explain influencing factors and develop training materials. In these training materials you will recommend strategies for dealing with these situations that ambulance officers can use in their workplace. You can also use information from your notes and learning journal to support your explanations.

## Explain influencing factors

Explain at least three different factors that influence sexual identity and gender. Use evidence to support your explanations.

For each factor:

* Describe what the factor is - for example is it personal, interpersonal or societal; what is the nature of it? State whether it is influencing people’s gender or sexual identity − in some situations it could be both.
* Explain how or why the factor influences people’s gender and/or sexual identity.

How this influence plays out in society/the workplace may result in the values of social justice not being encouraged (social injustices).

* How is this the case here? For example what do you consider to be unfair, non-inclusive or discriminatory for the people in the scenarios?

## Develop training materials

In response to the factors you have explained, develop training materials for ambulance officers. Choose one way to present your materials, such as:

* seminars (PowerPoint presentation and speaking notes)
* articles for a paramedic magazine or publication
* podcasts for ambulance officers
* visual displays
* brochures, pamphlets, fact sheets etc.

Your training materials will:

* recommend a relevant combination of personal, interpersonal and societal strategies to address the social injustices
* for each strategy include a description of what actions are involved and explanation of why/how it will encourage social justice
* explain how the recommended strategies interrelate (how the personal, interpersonal and societal strategies work together to encourage social justice more effectively than if the strategies were used in isolation).

Note: To encourage social justice means individuals need to contribute individually and collectively (together) to strategies that promote the well-being of all people in society, rather than just take personal action to help themselves This means people are treated fairly, inclusively and in a way that is non-discriminatory.

# Resources

***Scenario A:*** You have been sent to a 24 year old male who has been assaulted in a busy area downtown. You notice that he has no-one with him – he tells you that he has had ‘an argument with his partner’. As the ambulance job continues it becomes obvious that John (the patient) does not want to go to hospital. You would feel more comfortable seeing if a family member could stay with John at his flat overnight (or if John could stay with family). John, however, does not want his family involved and states ‘They will think it’s my fault – after all I’m gay and my boyfriend did this to me’.

***Scenario B:*** You have been sent to the household of a 25-year-old female who is apparently very short of breath. On your arrival you are met by the patient’s partner who states that ‘She is very short of breath but please don’t take her to the hospital, she felt very upset after going there last time’. When you approach the patient it is quite obvious that she is fa’afafine. Sera (the patient) tearfully explains that the last time she saw a doctor with her asthma she was left exposed in the hospital corridor with her gown down while the doctor listened to her chest. This was very upsetting for her and made her very angry, and as a result she does not want to go to the hospital again.

***Scenario C:*** You are rostered to work with Aroha, who is a newly graduated paramedic. The day starts very well until you notice Aroha is crying. She tells you that her parents are really annoyed and that they have been arguing with her over her choice of career as a paramedic. She had hoped once her training was completed that they would accept it, but now they keep going on that it is dangerous work not suitable for a woman and she should have studied medicine or nursing.

She also feels when working with some of the older male paramedics that they do not let her do everything she is capable of. They assume they will be the driver or say things like ‘I’ll carry that, it is a bit heavy for you’ or ‘How about you talk to the relatives and I’ll work on the patient’. They expect her to do the coffee and snack run, clean the ambulance, and restock the equipment and supplies. She is beginning to doubt herself and worries that she is not being provided with the opportunity to develop her paramedic skills, which could affect her future career.

***Scenario D:*** You are rostered to work with Sam, who is a newly graduated paramedic. The day starts very well until you notice Sam is upset and not his normal jovial self. He tells you that one of the other paramedics called him a ‘fag’ last night, and said ‘All you need is a good woman to put you right’. For Sam it feels like it might become like school all over again, where he was the target of some serious bullying and felt like he was an outsider.

Sam is honest about his sexuality around people he knows and trusts, like friends and family, however because of the bullying in the past, he finds it hard to trust new people. He enjoyed his paramedic training and felt this would be a new start, his assessors/educators were fabulous and the other learners accepted him. He knows he can do his job competently, feels he has a lot to contribute to the service, and until now was feeling optimistic about his future career. In the past when comments like this have been made, Sam has tried to ignore them but he does not know if he has the confidence to do something about it. Sam is now worried that if the rest of the shift finds out that he is homosexual they may treat him differently or worse still might not want to work with him.

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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 assessment activity requires learners to comprehensively analyse issues related to sexuality and gender. Learners will develop training materials for distribution to ambulance officers in which they recommend strategies to address the issues which reflect the values of social justice.

Due to the nature of some of the training materials, learners may need to present additional supporting evidence (written or oral) to enable evaluation of their in-depth and comprehensive analysis.

# Conditions

Learners will individually explain the issues and develop training materials.

Scenarios may need to be adapted to ensure they relate to the programme and the learner’s needs. Scenario D could be omitted as it is used in the Assessment Schedule examples and so may deny learners the opportunity to submit authentic work.

# Resource requirements

Learners will need access to class notes and learning journals, as well as any other physical materials to develop their training materials.

Suitable websites to support this activity include:

* Human Rights Commission <http://www.hrc.co.nz/>
* National Equal Opportunities Network <http://www.neon.org.nz/>

# Additional information

The resource *Social and Ethical Issues in Sexuality Education*, G. Tasker et al., Christchurch College of Education, 2002, provides guidance for assessors/educators planning lessons for learners exploring sexuality issues at this level of the curriculum, and using Health Education Achievement Standards to assess their programme.

Influences on gender and sexual identity can relate to individuals and/or groups in society and include a relevant selection of considerations:

* personal (e.g. a person’s biology – their genes)
* interpersonal (e.g. colleagues/workmates, family, friends) and/or
* societal (e.g. culture, legal, media) considerations.

# Assessment schedule: Health 91239 – Raising awareness

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The learner analyses issues related to sexuality and gender to develop strategies, which can be used by ambulance officers, for addressing the issues by: * explaining influences on gender and sexual identity
* developing training materials for ambulance officers which recommend a relevant combination of personal, interpersonal and societal strategies which reflect the values of social justice, to address the issues arising from the influences
* using evidence from the scenarios and/or other learning materials to support their responses

For example, the learner may explain:*People’s personal attitudes, values and beliefs that same sex attraction is wrong and something to be made fun of, can lead people attracted to the same sex to hide and not be open about their sexuality, and to feel unconfident, scared and withdrawn.**This is the case for Sam in the scenario. In his workplace and community, heterosexuality is the norm and is expected. It is abnormal to be homosexual and he feels if the other paramedics find out he is homosexual they may refuse to work with him, as they see him as being different. While he accepts his own sexuality as being homosexual and is open with people he trusts (his friends and family), the bullying he experienced at school has influenced him – leading him to be wary about people he does not know and worried that if they find out he is homosexual they might treat him differently and exclude him. The acceptance of his assessors/educators and other learners while training allowed him to be optimistic for the future and appreciate that they were people who were more accepting of different sexual identities – not just heterosexuality.**It is unfair that Sam feels worried that if the other paramedics know he is homosexual, they will treat him differently by not being inclusive. It is also unfair that another paramedic has verbally abused him.* *The paramedic service could provide an education programme about sexual diversity and acceptance. They could use people from the Human Rights Commission to deliver a workshop to people working for the paramedic service about bullying, harassment, discrimination and the rights of GLBTI (gay, lesbian, bisexual, transgender and intersex people). This would be a good strategy because it involves everyone and they can all learn something from it.**If people use more positive and inclusive language when interacting, homosexual or bisexual people will feel safer and more accepted.* *Sam can approach and talk to the other paramedics he confided in again because they have shown that they are sensitive to the issues he is experiencing, and he trusts them. If, after the workshop, other people still have negative attitudes and behaviour towards him he has a person to talk to, and they could go together to speak to the manager of the ambulance service.**The above expected learner responses are indicative only and relate to just part of what is required.* | The learner analyses, in-depth, issues related to sexuality and gender to develop strategies, which can be used by ambulance officers, for addressing the issues by: * explaining why or how the influences impact on gender and sexual identity using supporting evidence from the scenarios and/or other learning materials to support their responses
* explaining how strategies to address issues reflect the values of social justice

For example, the learner explains:*Sam wants to be honest with other people and let others at work know eventually too. If he develops the attitude, belief and confidence that it is OK to be open about his sexuality at work, then he can start to influence people’s thinking too, leading them to accept people with a different range of sexual identities they could come across in their job as a paramedic, and also showing that you can be a ‘typical New Zealand male’ and be gay.**This would encourage social justice because diverse individuals and groups would feel accepted and valued when they have contact with the paramedic service, and they would be treated in an empathetic manner. Everyone else would learn about accepting people, tolerance, inclusivity and treating people fairly without judgement.**People in the workplace can stop using put-downs when communicating with others and not put up with homophobic language if they hear it. By using more positive and inclusive language when interacting, people who are homosexual, bisexual, transgender and intersex will feel safer and more accepted. This is fairer for all employees because it creates a more positive attitude around the workplace, it improves communication and encourages social justice because people are more confident and other incidents of bullying and harassment are likely to be reduced.**The above expected learner responses are indicative only and relate to just part of what is required.* | The learner analyses, comprehensively, issues related to sexuality and gender to develop strategies, which can be used by ambulance officers, for addressing the issues by engaging critically with the evidence to:* explain how the recommended strategies to address issues reflect the values of social justice
* explain interrelationships between the personal, interpersonal and societal strategies (for example, how personal and interpersonal actions can contribute to a wider societal strategy)

For example, the learner explains:*People’s personal attitudes, values and beliefs influence people to believe that sexual identity is a choice that people make and sexual identity can therefore be changed. Educating staff in the workplace about sexual identity and gender differences, and explaining biological perspectives on sex determination will minimise the negative attitudes towards women, homosexual and fa’afafine due to the increased knowledge and understanding, and development of empathy. This would assist Sam and people the paramedics come in contact with because it creates a more supportive and tolerant environment, which supports all people.**In the final part or after the workshop paramedics could together develop guidelines in terms of how it is expected that they act in the workplace, and how they interact with other people (e.g. patients, support people, other consulting medical staff, public etc.). For example, guidelines could include to stand up against bullying and harassment based on someone’s sexual orientation, sex or gender identity, being aware and careful about making assumptions about people (e.g. don’t ask a man if he has a wife or girlfriend ask if he has a partner, respectfully ask questions of people and apologise sincerely if you get it wrong, etc.). Working together and developing a shared understanding means the paramedics are working collectively and social justice is being enhanced because they are acting in a fair, just and non-discriminatory manner, and these actions are being seen in the wider community. This helps to apply the content of the workshop provided by the Human Rights Commission and encourages social justice because people with diverse sexual identities feel that they are being treated fairly, cared for and not judged. This links to the wider societal strategy because Sam could get the support he needs from his colleague to feel empowered to seek help further afield, such as from the Human Rights Commission.**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.