

HEALTH EDUCATION HPO2010Y1

INTERNAL ASSESSMENT ACTIVITY

ACHIEVEMENT STANDARD 91236 (VERSION 2) HEALTH 2.2

Evaluate factors that influence people's ability to manage change

Level 2, Internal assessment

5 credits

STUDENT INSTRUCTIONS

Overview:

In this assessment activity, you will evaluate factors that influence a person's ability to manage change. You will interview a person you know in the community about a significant change they have experienced in their lives (this could be positive or negative). You will then examine what they have learnt about resilience as a result of that change.

Conditions:

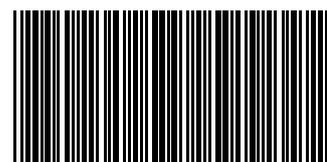
- This must be entirely your own work.
- You must not directly copy work from any source, and any sources you use must be referenced.
- Be sensitive to the feelings of your significant person you have asked to interview.
- Your supervisor must be present for at least part of the time that you carry out this work.
- Plagiarism detection software may be used to check this is your own work.

You will need:

- pen or computer.

Supervisor requirements

A supervisor must be present at specified times for this assessment. You must provide the full name of the supervisor and their relationship to you (e.g. parent, teacher, teacher aide etc.) when you upload your assessment to the HPO2010Y1 OTLE assessment dropbox.



ASSESSMENT CRITERIA

ACHIEVEMENT STANDARD 91236 (VERSION 2) HEALTH 2.2

Evaluate factors that influence people's ability to manage change

Achievement	Achievement with Merit	Achievement with Excellence
Evaluate factors that influence people's ability to manage change	Evaluate in depth, factors that influence people's ability to manage change.	Evaluate comprehensively, factors that influence people's ability to manage change.

The following descriptions will inform you of the requirements for an Achieved, Merit or Excellence in this standard.

Achievement level:

Evaluate factors that influence people's ability to manage change involves:

- explaining risk and protective factors that contribute to people's ability to manage change situations
- recommending a combination of personal, interpersonal and societal strategies to maintain the protective factors and/or minimise the risk factors.

Achievement with Merit level:

Evaluate in depth, factors that influence people's ability to manage change involves:

- explaining, in detail, risk and protective factors that are clearly linked to the change situations
- recommending personal, interpersonal and societal strategies specific to the change situations.

Achievement with Excellence level:

Evaluate comprehensively, factors that influence people's ability to manage change involves providing an explanation that demonstrates critical understandings of:

- the risk and protective factors influencing people's ability to manage change situations
- strategies for maintaining the protective factors and minimising the risk factors.

Critical understandings will be shown, for example, through a relevant combination of:

- showing a conceptually sound understanding of the concept of resilience in relation to the change situation
- showing insight into the change situation beyond the immediate evidence (e.g. by drawing on understandings from similar situations)
- showing understanding of how a major life change results in many inter-related changes
- linking the risk and protective factors to the relevant determinants of health
- explaining interrelationships between the personal, interpersonal and societal factors influencing people's ability to cope with change, or the strategies for building resilience.

ASSESSMENT ACTIVITY

HEALTH EDUCATION

INSTRUCTIONS

- Read through the whole assessment before you start.
- Ring your teacher if you are unsure of what to do or want to discuss your plan.
- Choose an appropriate interview subject.
- Carry out your interview (Task 1).
- Upload your completed planning table (Task 2) to OTLE and take note of your teacher's feedback.
- Complete your assessment report (Task 3), and upload to HPO2010Y1 OTLE assessment dropbox. You must include a copy of your interview responses.

TASK 1: INTERVIEW (NOT ASSESSED)

This task is not assessed; this information will be your evidence for Task 3 when you write up your evaluation.

To complete your interview you will need to:

- Select a person you know who has experienced a significant change in their lives that you think has role modelled resiliency, for instance:
 - a grandparent who moved here from another country, or
 - a person who had a complete change of professions (i.e. from a police officer to a chef etc.).
- It is important that the person you choose is not currently experiencing any emotional distress due to an existing change, for instance:
 - somebody who has just lost a loved one or,
 - lost their house or job recently.

Situations may include aspects of:

- physical or mental health problems, e.g. illness, disability
 - family separation, or relationship break up
 - changing house, school, and/or country
 - significant loss situations resulting in grief
 - drug use and misuse
 - experiencing significant failure, e.g. at school
 - repeated or ongoing pressure; risky or stressful life situations at home, work or in the social environment.
- Ask the person if they are willing to be interviewed and have their story of resiliency told through this assignment. Be sure to have them sign the agreement slip contained in the resources. Let them know their name does not have to be mentioned in the evaluation you write.
 - Give them the list of questions to read over before their interview so they have time to think about their responses.
 - Make a suitable time and place that suits you both so you can listen to their story of resilience. Record your interview. Take notes as necessary and practice active listening/paraphrasing/empathy techniques to ensure you get the details correct. Allow at least an hour for the interview, but be prepared that it may take longer (depending on how much the person likes to talk).

Note: It is expected that you will be able to get enough material from your interview to clearly explain the concept of resiliency through this particular change at a personal (P), interpersonal (IP) and societal (S) level.

INTERVIEW QUESTIONS

Influences on the ability to be resilient:

- How would you describe yourself before the change – your attitudes, values and beliefs?
- How would you describe your relationships with others before the change – friends, family, social situation?
- Give a brief description of your background before the change (environment/community/ living situation/family/school/education/work/sport/hobbies/interests/cultural groups). *Personal factors are things to do with you as an individual, interpersonal are things to do with others/your relationships, and societal factors relate to the greater community or country/systems.*
- Do you think you could identify any personal, interpersonal or societal risk factors (barriers) that contributed to you finding it hard to manage the change? I.e. what factors existed before the change, which made it difficult for you to cope when the change occurred?
- Do you think you could identify any personal, interpersonal or societal protective factors (enablers) which helped you get through this change? I.e. what factors were in place for you before the change, which made it easier for you to cope with this change?

Identifying the change:

- What is the significant change that you have been through?

Impact and consequences of the change:

- Explain any other changes due to this major change.
- How has your wellbeing been affected during and after the change? Why?
- How have your own attitudes, values, belief and behaviours been affected by this this change?
- Have others treated you differently due to your change? If so, how?

Strategies and actions to cope with the change:

- Explain how and why you managed to get through this change. What personal strategies did you use?
- Explain who supported you to enable you to manage this change and develop resilience. How did others help?
- Explain the societal support available that supported you through this change. For instance, helping agencies in the wider community (churches, volunteer groups, charity organisations), government (ACC, WINZ), and structures (insurance companies, banks). How did these agencies provide support?
- Can you think of examples of how societal strategies (actions) have been put in place to support people going through similar change situations to you? What have Government and local councils implemented for communities to promote the health and positive wellbeing of others? These could include policies, procedures, laws, funding.
- How has the experience helped you to cope with other changes in your life?
- What message would you give to others going through a similar situation to help them manage change and be resilient?

ASSESSMENT ACTIVITY

TASK 2: PLANNING. (NOT ASSESSED)

After your interview complete the following tables to set out your ideas before doing Task 3, the assessed written evaluation.

The work in these tables will not be assessed – they are here to help you organize your ideas.

1. Identify the risk and protective factors and add any other factors that you assume to be relevant to this change situation.

State the major change:		Personal (From the person)	Interpersonal (From friends/ family/others)	Societal (From society/ community as a whole)
<p>Influencing Factors</p> <p>Remember that the risk and protective factors, and determinants of health, are things that are present in the person’s life before the change event occurs.</p>	Protective Factors			
	How does this protective factor help this person to cope with the change and be resilient?			
	<i>Interrelationship between the protective factors</i>			
	Risk Factors			
	How does this risk factor hinder this person’s ability to cope with the change and be resilient?			
	<i>Interrelationship between the risk factors</i>			
	Determinants of Health How are the DOH connected to the risk and protective factors?			

- Identify the consequences or implications of the change for the individual, and others associated with the change.

Consequences of the change	
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- Identify the recommended **strategies/actions/skills** that were used or could have been used to help build resilience for this person. Describe the actions involved. What needs to happen or did happen, to minimize the risk factors and develop/ maintain the protective factors that you have identified?

HP2010Y1 Assessment Planning Sheet	Personal Something the person could do or did do for themselves ...	Interpersonal Something someone else could do or did do for the person ...	Societal Something available in or provided by society/ community ...
Strategies These are things that occur during and after the change to help the person to cope with the change and to 'bounce back'.			
Interrelationship between the strategies and how the strategies contribute to enhancing resilience and wellbeing.			



Upload your planning sheets to the HPO2010Y1 OTLE planning dropbox.



*Contact your teacher to discuss your findings and information from Tasks 1 and 2 **before** completing your written evaluation in Task 3.*

TASK 3: WRITTEN EVALUATION. (ASSESSED)

You will be assessed on this task.

You will be assessed on how well you can convey your understanding of the concept of resiliency with regards to managing change. This means you must be able to illustrate the personal, interpersonal and societal factors that influenced this person's ability to cope with change, and the personal, interpersonal and societal strategies taken or that could have been taken that would have enhanced their resiliency in this particular situation.

The information from your interview and planning should be **presented in a report** with the following suggested format:

1. Provide **background information** on the meaning of resilience and the personal story of the individual you have interviewed. Included in this you need to:
 - Identify and explain the **personal, interpersonal and societal protective factors** that influenced/enhanced their ability to deal with the change, and link these to the relevant Determinants of Health as appropriate.
 - Identify and explain the **personal, interpersonal and societal risk factors** that influenced/hindered their ability to deal with the change, and link these to the relevant Determinants of Health as appropriate.
2. Clearly outline the **change event**, and the consequences or implications of the change.
3. Recommend, or provide an account of **strategies, actions or skills** at **personal, interpersonal and societal** levels that the interviewee could employ to help manage the change situation and how and why these would contribute to enhancing resilience.
4. Make **connections** back to the factors by explaining how the strategies will minimise the risk factors, and how the strategies will develop and maintain the protective factors.
5. Explain the **inter-relationships** between the strategies: How are the strategies connected to each other to help the interviewee manage the change situation and build resilience?
6. Summarise, with insight, this individual's journey and briefly evaluate their resilience.

Send to your teacher:

- Your written evaluation report.
- The Interview questions and your interviewee's answers.
- the signed interview agreement form, to your teacher.



Reminder: Upload the completed report and interview agreement form to the HPO2010Y1 OTLE assessment dropbox.

INTERVIEW AGREEMENT FORM

Please complete and return with your assessment.

I agree to be interviewed by _____ (student)

for the Health Assignment on role models of resiliency.

I understand that my name will not be used for the story of coping with a significant life change for the written report to help explain the concept of resiliency to a wider audience.

By agreeing to take part in this interview, I understand that this assignment will be assessed for achieving Achievement Standard 91236 (Health 2.2): Evaluate factors that influence people's ability to manage change, worth five NCEA Level 2 credits.

Signed: _____ Date _____

Name (print): _____

This must be returned with your assessment.

INTERVIEW QUESTIONS

Give this copy to your interviewee a few days before the interview so they can think about their answers.

Influences on the ability to be resilient:

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ASSESSMENT RESOURCES

You can access research material (for instance, computers and reference books) in order to complete this assessment. For example, if the change you are reporting on involves grief or loss, have a look at books from the library and at websites which relate to this topic. This will help you to identify possible risk and protective factors, and strategies which may have been overlooked in the interview.

Suitable websites for this activity include:

www.barnardos.org.nz
www.skylight.org.nz
www.victimsupport.org.nz
www.hospice.org.nz/index.html
www.relate.org.nz
www.nalag.org.nz
www.urge.co.nz
www.canteen.org.n
www.winstonswish.org.uk
www.counselingforloss.com
www.ethnicaffairs.govt.nz
www.acc.co.nz/
www.workandincome.govt.nz/

Useful web-based resources:

www.moh.govt.nz
www.myd.govt.nz
www.headspace.org.nz
www.mentalhealth.org.nz
www.stuff.co.nz
www.thelowdown.co.nz

Definition of resilience, and risk and protective factors

A **resilient person** is someone who has the ability to bounce back (or cope) after experiencing stressful life events, despite any adverse conditions they may live in.

Risk factors increase the likelihood of difficulties in life, and poor well-being.

Protective factors enhance life opportunities and promote good well-being. These factors can reduce the impact of unavoidable negative events.

Example of resilience

www.youtube.com/watch?v=SjovY2Nymqw

ASSESSMENT ACTIVITY

Common risk factors (impairing the building of resilience) include:

- having low self-esteem and poor social or coping skills
- lack of social support from family, friends, community
- poor work attendance, academic failure, and dropping out of a course
- experiencing parental conflict and divorce
- low family income and family disadvantage.

Common protective factors (helping to build resilience) include:

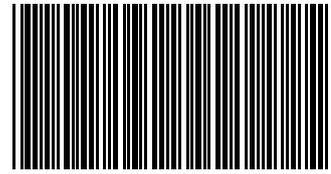
- having a large social support network (family, friends, people in the community)
- having optimism, aspirations, hopes and plans for the future, and faith that life has meaning
- having at least one close friend
- having at least one supportive parent who shows warmth and caring, who sets clear limits and expectations
- staying longer on a course and achieving well
- having many personal interests and hobbies that are valued and recognised by others
- having meaningful employment
- living in a safe and supportive neighbourhood
- feeling connected to the community and one's culture
- having the skills (and opportunity to use them) for leadership, autonomy (working independently), interpersonal communication and leisure activities
- having thinking skills for problem-solving and decision-making
- being able to see things from other people's perspectives
- having positive interactions with other people.

Source: (adapted) *The Youth Development Strategy Aotearoa*, Ministry of Youth Affairs, 2002 and *The Curriculum in Action – Making Meaning, Making a Difference*, Ministry of Education, 2004

ACKNOWLEDGEMENTS

Every effort has been made to acknowledge and contact copyright holders. Te Aho o Te Kura Pounamu apologises for any omissions and welcomes more accurate information.

HP02010Y1



STUDENTS - PLACE STUDENT ADDRESS LABEL BELOW OR WRITE IN YOUR DETAILS.

Full Name _____

ID No. _____

Address _____
(If changed)