**NZQA**

**Approved**

EXPIRED

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: Shift work

Resource reference: Health VP-1.3 v2

Vocational pathway: Primary Industries

|  |  |
| --- | --- |
| Date version published | February 2015 Version 2  To support internal assessment from 2015 |
| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number A-A-02-2015-91097-02-7253 |
| 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

Credits: 4

Resource title: Shift work

Resource reference: Health VP-1.3 v2

Vocational pathway: Primary Industries

Learner instructions

# Introduction

This assessment activity requires you to demonstrate understanding of ways in which well-being can change for a shift worker in the mining industry, and strategies to support his well-being.

You are going to be assessed on how comprehensively you demonstrate understanding of the effects of the change on the well-being of a miner who works shifts, his and others’ consequent feelings (positive and negative) and possible responses; along with strategies to support the miner’s 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 for employment in the mining industry. While working in this industry you must be prepared for situations that can affect your well-being, for example working flexible shifts.

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 Matiu and completing the activities that follow.

Matiu had recently moved with his young family to the West Coast to begin a new job as a miner. After enrolling his two older children Maria, aged nine and Mara, aged ten in the local school, moving into the house supplied by the company, and ensuring his wife Tanya was settled with their newborn baby Tu, he was ready to start work.

Matiu had not really thought about the impact that shift work would have upon himself and his family as he had been so caught up in settling them in and learning the job.

As time has gone on Matiu felt that he was doing a fairly good job in the mine although he was battling fatigue, but the home front was a different story and he shares his difficulties with you. Yes, he was paying the bills and the family had never been so financially stable. But he had missed Maria and Mara’s netball season games, and when Maria won a trophy for most improved player he had not been able to attend the ceremony because he had to work. Mara had performed in the school’s production of *Grease,* which he had managed to attend with the family, only to nod off throughout most of it. Tu had taken his first steps, but Matiu had been too tired to get excited about it.

Needless to say, Tanya was not impressed. She had been soldiering on with the kids in support of Matiu until one morning when he returned from the night shift she confronted him with her feelings. She was looking after Tu and the girls all by herself and why wasn’t Matiu stepping up as a father? What good was the money if they never spent time together as a family and as a couple?

Tanya told Matiu that she was concerned about his health. He was always too tired to do anything, he wasn’t sleeping well and he wasn’t eating properly either. Matiu had not really realised how much his shift work had come to affect his family and himself. He knew he was coping with the job, although once he narrowly missed making a mistake that would have resulted in injury and time off work. The family had not been able to attend any whānau celebrations back in Gisborne, and family members had jokingly suggested that Matiu was too good for them. Matiu needed help to get some balance back into his life. After realising this he resolved to do something about it and his first step has been sharing it with you, as a colleague.

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 Matiu’s well-being that have been affected.

## Part 1: Changes, feelings and responses

Changes have occurred in Matiu’s life that affect his well-being.

* Explain with insight ways in which Matiu’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 Matiu’s well-being than if only one or two dimensions were affected.

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

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

Changes in Matiu’s life can also affect other people that he interacts with.

* Explain feelings that two other people might experience due to the changes to Matiu’s well-being. Describe the feelings and explain why they might feel this way.
* Explain their possible responses (something the other people above might do or a reaction they might have) as a result of these feelings. Describe the responses and explain why 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 Matiu could use to support his own well-being, and explain, with insight, how each strategy would enhance his well-being.
* Describe interpersonal strategies other people could use to support Matiu’s well-being, and explain, with insight, how each strategy would enhance Matiu’s well-being.
* Describe societal strategies that the company and/or the wider community could use to support Matiu’s well-being, and explain, with insight, how each strategy would enhance his well-being.

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

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

Credits: 4

Resource title: Shift work

Resource reference: Health VP-1.3 v2

Vocational pathway: Primary Industries

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 a shift worker in the mining industry.

# 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.

## Other possible contexts for this vocational pathway

The context of the assessment activity makes it suitable for assessment for any other roles or occupations in the primary industries which involve shift work (for example firefighters, heavy truck drivers, or processing workers for fisheries, pulp and paper, timber and wood, dairy, and meat industries).

# Assessment schedule: Health 91097 – Shift work

|  |  |  |
| --- | --- | --- |
| 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 a shift worker’s well-being by:   * describing the ways in which Matiu’s well-being can change in relation to the four dimensions of hauora * describing the likely feelings and responses of Matiu 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 Matiu’s well-being   For example, the learner describes:  Dimensions of hauora: *Taha tinana – change in appetite and sleep patterns due to stress, taha whānau – change in relationships, such as feeling isolated from family or friends.*  Feelings and responses: *Matiu may feel disconnected from his family due to night shifts (negative feeling). He decides that on his next day off the family could go to the park and have a picnic (response).*  Personal strategies: *Matiu could improve his sleep patterns to manage work and family better by sleeping in a bedroom away from the noise of the family, and when he gets home not going straight to bed but doing something to relax and wind down first. By sleeping better Matiu will be less tired.*  *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 a shift worker’s well-being by:   * explaining ways in which Matiu’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 Matiu and others * explaining personal, interpersonal, and societal strategies for supporting well-being. The explanations include valid statements about how/why the strategies would enhance well-being   For example, the learner explains:  Dimensions of hauora: *Matiu’s taha hinengaro has changed since starting shift work as he is feeling guilty and upset with himself because he has been neglecting his family and is unable to spend quality time with them. He is not coping with the change to shift work and has not established a good sleep pattern during the day. This effects taha tinana because he is not getting adequate rest and is physically tired which causes him to express his anger around the children. His taha wairua has been impacted on by the change as he is full of doubts about his work, his role as a father and husband, and the decision that was made to move and take up the new job as he has not coped well with the change of doing shift work. The relationships Matiu shares with Tanya and his children have changed in a negative manner which impacts on his taha whānau, as he is not spending as much time with them and when he does he is sometimes grumpy and short tempered. This is because of the change to the hours he works and his need to get some rest during the day.*  *Because Matiu feels guilty and upset about moving his family, he’s feeling stressed and it will make it harder for him to relax when he tries to sleep. This could mean he is getting even less sleep with all of the thoughts going around in his head. Without adequate sleep his relationships with his family are being strained as he is not spending as much time with them and when he does he is short tempered. The loss he is suffering is now making him doubt the decision he made to move his family and begin his new job.*  Feelings and responses: *Matiu is feeling guilty because he is not doing enough for the family by not having the time to support Tanya and the children with the move, and is worrying about his performance at work. Because he is feeling guilty, worried and stressed it could cause him to be not as patient with the children. He might get angry and shout at them in the mornings while they are playing in the hallway because he is trying to get to sleep.*  Personal strategies: *Matiu could choose to work on and improve his sleep patterns. He could reinforce these sleep patterns with positive self-talk (e.g. ‘I can do this even though it is difficult – kia kaha’), and by trying meditation exercises to calm and quieten his mind. By training his mind to expect sleep, he should go to sleep quicker, and sleep for a longer period of time. His taha tinana and taha whānau is enhanced because by sleeping for longer periods of time will mean he has more energy to participate in both work and family life.*  *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 a shift worker’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 Matiu and others. Positive and negative feelings and responses are encompassed * explaining, with insight, personal, interpersonal, and societal critical 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 Matiu’s well-being impacted upon by the change   For example, the learner explains:  Dimensions of hauora: *Taha hinengaro − Matiu is feeling guilty and upset with himself. He is full of doubts about his work and his role as a father and husband, which is affecting his total well-being. Because Matiu has moved to the area and immersed himself in the job he does not have any close friends that he can confide in. When people uproot their families to a new area for work they can feel isolated and disconnected from extended whānau and friends. This can affect their ability to seek help when things are not going well (a loss) and the stress of learning a new job and supporting a young family increases. Shift work can compound these feelings. Workers who engage in shift work or who work long hours can experience considerable disruption of family and social activities, as many of these rhythms of the general population are happening during the day. Saturday and Sunday work, for example, can preclude involvement in sporting events or religious activities. Family and marital responsibilities can be severely disrupted by shift work or long hours. Childcare, housework, shopping, and leaving partners alone at night can all lead to marital strain and family dysfunction. Human error at work is often cited as an important factor in work accidents and this may depend to some extent on sleep related factors and circadian rhythms. Shift workers can feel disconnected and alone which in turn amplifies stress and affects their well-being.*  Feelings and responses: *Matiu is feeling guilty because he is not doing enough for the family and he is worrying about his performance at work. As a response he could talk to other shift workers to learn about their situations, how they cope with doing shift work and if his work is alright and what he needs to improve on. By doing this Matiu would be opening himself up to friendship thereby lessening his disconnection and sense of hopelessness, and finding possible solutions to his situation to improve his self-esteem and ultimately the well-being of his family.*  Personal strategies: *Matiu could improve his sleep patterns. He could reinforce these sleep patterns with positive self-talk (e.g. ‘I can do this even though it is difficult – kia kaha’) and by trying meditation exercises that he found on the internet to calm and quieten his mind each time he tries to go to sleep. By training his mind to expect sleep, he should go to sleep quicker, and sleep longer so that he has more energy to participate in both work and family life. By meditating he will learn to block the negative thoughts and feelings from his mind which is making it hard for him to sleep. He also could remind himself about other difficulties he has overcome before and that he is making an effort to find solutions which should reassure him.*  *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.