



## Important information for trainees

People assessed as competent in this unit standard are able to:

- Identify and describe methods to facilitate efficient use of time in a health or disability setting.
- Describe ways of dealing with stress in a health or disability setting.
- Describe how to address unwelcome or offensive behaviour in a health or disability setting.
- Identify and describe situations that require managing closure in a health or disability setting.

## Special notes

### 1 Definitions

- a Consumer** in the context of this unit standard means someone accessing services in a health or disability setting in a residential care facility or in a private home—their own or a friend's, group's, or family member's.
- b Organisation's policies and procedures** are the policies and procedures of the employing organisation of the candidate and include ethical codes, standards, and requirements of the organisation involved.
- c Safe working environment** in the context of this unit standard refers to the personal strategies support workers need to employ to ensure they are able to cope with the various pressures that are a product of their job. These include being able to manage their time effectively, cope with different types of behaviour exhibited by the consumer and/or their family/whanau, deal with stress and manage the closure of client relationships.

### 2 The following apply to the performance of **all elements of this unit standard**:

- a Relevant legislative and regulatory requirements include rights and responsibilities as outlined in
  - i The Health and Disability Commissioner (Code of Health and Disability Services Consumers' Rights) Regulations 1996,
  - ii The Health and Safety in Employment Act 1992,
  - iii The Privacy Act 1993,
  - iv The Health and Disability Services (Safety) Act 2001,
  - v The Human Rights Act 1993, and any subsequent amendments.
- b NZ Standards relevant to this unit standard may include but are not limited to

- i NZS 8134:2001 Health and Disability Sector Standards,
- ii NZS 8142:2000 Infection control, NZS 8141:2001 Restraint minimization and safe practice, NZS 8143:2001 National Mental Health Sector Standard, and
- iii NZS 8158:2003 Home and Community Support Sector Standard.

### 3 People awarded credit for this unit standard are aware of the holistic components of supporting a consumer within their unique environment.

## Instructions

- From approximately mid 2008 you will have the option of completing the assessment tasks online at [www.careerforce.org.nz/assessment](http://www.careerforce.org.nz/assessment).
- Attach all written material to this trainee assessment portfolio.
- Read through the checklists for the workplace verification tasks; if you can confidently tick all the boxes then you are ready to be assessed.
- Your performance of the activities needs to be done in a professional manner which shows the assessor/verifier that you have a full understanding of all that is involved. The assessor/verifier may require you to perform the tasks on more than one occasion to ensure that you have demonstrated sufficiency of performance.
- Please give this trainee assessment portfolio to your assessor so feedback and comments can be provided.
- On completion the results will be processed and sent to Careerforce for registering on the National Qualifications Framework.

## References

- CareerForce Workbook—23453v1 Looking after me.
- Organisation's policies and procedures.

## This trainee assessment portfolio contains

- Important information.
- Assessment tasks.
- Workplace verification.
- Feedback form.
- Assessment record sheet.

Activity	Description	Unit Standard
Assessment tasks Task one (Blue)	Recording and categorising tasks, with associated time, for one week of consumer support.	Element 1
Workplace verification Task two (Grey)	Demonstrating methods to facilitate efficient use of time, how to deal with unwelcome or offensive behaviour, and managing closure.	Element 1 Element 2 Element 3 Element 4

# Assessment tasks

Task one—The principles involved in facilitating the efficient use of time in a health or disability setting.

## Recording and categorising tasks, with associated time, for three days for consumer support (1.1)

In an effort to make sure that you don't leave out any of your tasks (activities) please create a list of everything that you do during the course of a typical three-day period working with your consumer or consumers. Everything means: tasks, phone calls, interruptions, emergencies, incidents, additional laundry etc.

It is acknowledged that your record will involve a lot of repetitive tasks.

To assist you, you may use the example diary page that has been prepared for you to record all the tasks that you undertake. For the purposes of this assessment you are only required to record what you did for **three** working days.

You are required to put each task you record during your three days into a category from the following list according to how important/urgent you felt the task was:

- Important-urgent. (IU)
- Not important-urgent. (NIU)
- Important-not urgent. (INU)
- Not important-not urgent. (NINU)

**Example of the method you might use to complete this task.**

	Day 1		Day 2		Day 3	
	Task	Category	Task	Category	Task	Category
08.00						
09.00						
10.00						
11.00						
12.00						
01.00						

Trainee performance (completed by your assessor)			
Task one	Date	<input type="checkbox"/> No credit	<input type="checkbox"/> Credit
Reassessment	Date	<input type="checkbox"/> No credit	<input type="checkbox"/> Credit
Comments			

I confirm the requirements have been met to achieve competency for

Task one—The principles involved in facilitating the efficient use of time in a health or disability setting.

Assessor's name	Assessor number
Signature	Date

# Workplace verification

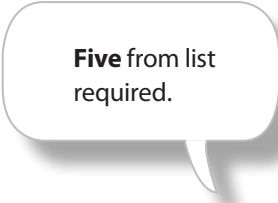
Task two—Demonstrating how you support a consumer to pursue interests and activities.

## Notes

- 1 This workplace verification needs to be completed in accordance with the organisation’s policies and procedures.
- 2 The trainee must demonstrate awareness of the holistic components involved in supporting a consumer in their unique environment.
- 3 There is opportunity for the trainee to complete this task either as an observation (demonstration) or provide a conversational response (description) for the items below.
- 4 For moderation purposes please ensure that:
  - a Where a conversational response is given a brief record of what was said needs to be recorded.
  - b It is important that evidence of observations is included when this task is completed and kept for moderation (eg diagrams, photographs, facility plan, etc).

	Assessor/verifier checklist	Tick when competent	
2	<p>Based on the information you have created in task one demonstrate <b>or</b> describe how you establish your priorities. (1.1)</p> <p>The demonstration or description needs to highlight those tasks which:</p> <ul style="list-style-type: none"> <li>• Contribute to successful care of a consumer.</li> <li>• Do not make a major contribution to successful care of a consumer.</li> <li>• Detract from successful care of a consumer.</li> </ul>	Demonstrate or describe	
		Demonstration <input type="checkbox"/>	Description <input type="checkbox"/>
3	<p><i>This demonstration or description is to be done if you work as part of a group or team.</i></p> <p>The trainee works as part of a group or team. (please tick)</p> <p><input type="checkbox"/> Group    <input type="checkbox"/> Team</p> <p>Based on the information you have created for task one demonstrate <b>or</b> describe how you establish your group’s/ team’s priorities. (1.1)</p> <p>The demonstration <b>or</b> description needs to highlight those tasks which:</p> <ul style="list-style-type: none"> <li>• Contribute to successful care of a consumer</li> <li>• Do not make a major contribution to successful care of a consumer.</li> <li>• Detract from successful care of a consumer.</li> </ul>	Demonstrate or describe	
		Demonstration <input type="checkbox"/>	Description <input type="checkbox"/>

	Assessor/verifier checklist	Tick when competent	
4	Demonstrate or describe <b>two</b> tools that you use to make best use of time when supporting a consumer or consumers. The tools are: (1.1) <ol style="list-style-type: none"> <li>1 Written diary or electronic planner.</li> <li>2 Rosters.</li> <li>3 Task lists.</li> <li>4 Layout of work or activity area.</li> <li>5 Other time management tool (identified) _____</li> </ol>	Demonstrate or describe	
		Demonstration 1  <input type="checkbox"/>	Description 1  <input type="checkbox"/>
		Demonstration 2  <input type="checkbox"/>	Description 2  <input type="checkbox"/>
5	Identify <b>two</b> potential sources of stress which exist within your workplace or personal circumstances which can impact on your health and well-being. <p>Sources of stress may include many things such as being unwell, not having enough time to do a job, financial worries, and many others. (2.1)</p>		
	Identify 1:   Identify 2:	Identify 1  <input type="checkbox"/>	Identify 2  <input type="checkbox"/>
6	Demonstrate or describe how the two sources of stress identified in item 5 impacts on your health and well-being. <p>Impacts are different from each individual and symptoms can include: being continually tired, not feeling competent to do the job, frequent headaches, and many others. (2.1)</p>	Demonstrate or describe	
		Demonstration 1  <input type="checkbox"/>	Description 1  <input type="checkbox"/>
		Demonstration 2  <input type="checkbox"/>	Description 2  <input type="checkbox"/>

	Assessor/verifier checklist	Tick when competent	
7	Demonstrate <b>or</b> describe <b>five</b> practical approaches, which you use to reduce unwanted stress in your workplace. You can choose from the following items or add approaches you have found to be successful. (2.2)	Demonstrate or describe	
	Notes  	Demonstration  <input type="checkbox"/>	Description  <input type="checkbox"/>
		Improve time management  <input type="checkbox"/>	Description  <input type="checkbox"/>
		Use problem-solving  <input type="checkbox"/>	Description  <input type="checkbox"/>
		Talk to manager  <input type="checkbox"/>	Description  <input type="checkbox"/>
		Talk to colleagues  <input type="checkbox"/>	Description  <input type="checkbox"/>
		Learn assertiveness skills  <input type="checkbox"/>	Description  <input type="checkbox"/>
		Seek training to improve processes  <input type="checkbox"/>	Description  <input type="checkbox"/>
		Altered diet  <input type="checkbox"/>	Description  <input type="checkbox"/>
		Use relaxation techniques  <input type="checkbox"/>	Description  <input type="checkbox"/>
Use physical exercise  <input type="checkbox"/>		Description  <input type="checkbox"/>	
7	Rest  <input type="checkbox"/>	Demonstration  <input type="checkbox"/>	Description  <input type="checkbox"/>
	Improve sleep  <input type="checkbox"/>	Demonstration  <input type="checkbox"/>	Description  <input type="checkbox"/>
	Other: (identified) _____  <input type="checkbox"/>	Demonstration  <input type="checkbox"/>	Description  <input type="checkbox"/>

	Assessor/verifier checklist	Tick when competent	
8	Identify <b>two</b> types of unwelcome or offensive behaviour which may impact on your well-being. The unwelcome or offensive behaviour may occur either: (3.1) <ul style="list-style-type: none"> <li>• Between support workers, or</li> <li>• Toward support worker(s) by a consumer.</li> </ul>		
	Identify 1:	Identify 1 <input type="checkbox"/>	
	Identify 2:	Identify 2 <input type="checkbox"/>	
9	Demonstrate <b>or</b> describe <b>two</b> techniques used, or could be used, to deal with the unwelcome or offensive behaviours identified above. (3.2).  The techniques demonstrated or described should indicate that your well-being is protected.  The demonstration or description needs to make it clear which situation you are dealing with: <ul style="list-style-type: none"> <li>• Between support workers, or</li> <li>• Toward support worker(s) by a consumer.</li> </ul>	Demonstrate or describe	
		Demonstration 1 <input type="checkbox"/>	Description 1 <input type="checkbox"/>
		Demonstration 2 <input type="checkbox"/>	Description 2 <input type="checkbox"/>
10	Demonstrate <b>or</b> describe the procedures to be followed to report an incident of unwelcome or offensive behaviour according to organisational policies and procedures. (3.3)  The evidence for this item could be a copy of a completed report. The report may be based on a simulated event, rather than a real situation, because unwelcome or offensive behaviour may not have occurred in the support worker's work environment.	Demonstrate or describe	
		Demonstration <input type="checkbox"/>	Description <input type="checkbox"/>

	Assessor/verifier checklist	Tick when competent	
11	Describe how <b>three</b> of the following <b>impact upon you</b> as a support worker when the situation between yourself and the consumer changes. (4.1)		
	Another support worker is taking your place	Description <input type="checkbox"/>	
	You are being moved to support another consumer	Description <input type="checkbox"/>	
	The consumer has achieved the goal or goals you were supporting	Description <input type="checkbox"/>	
	The consumer has moved elsewhere	Description <input type="checkbox"/>	
	The family/whanau involvement has changed	Description <input type="checkbox"/>	
	The consumer has died	Description <input type="checkbox"/>	
	There has been a change in the condition of the consumer	Demonstration <input type="checkbox"/>	Description <input type="checkbox"/>
	Other cause of change (identified) _____	Demonstration <input type="checkbox"/>	Description <input type="checkbox"/>
12	Demonstrate <b>or</b> describe the organisation's policies and procedures relating to the managing of closure (4.2). The emphasis in this item is on what is required of you by your organisation during the process of closure. It is suggested that appropriate evidence could be a copy of the policies and procedures involved.	Demonstrate or describe	
		Demonstration <input type="checkbox"/>	Description <input type="checkbox"/>

Trainee performance (completed by your assessor)			
Task two	Date	<input type="checkbox"/> No credit	<input type="checkbox"/> Credit
Reassessment	Date	<input type="checkbox"/> No credit	<input type="checkbox"/> Credit
Comments			

Trainee demonstrated competent and consistent performance and the demonstrations were based upon ongoing observation of the trainee during the performance of normal duties.

Assessor's name	Assessor number
Signature	Date

# 23453 v1—Looking after me

Level 2 Credit 8

## Assessment record sheet

Trainee information			
Name			
Employer			
NZQA/NSI number (ROL)		Date of birth	
Trainee statement of authenticity			
I hereby state that the evidence submitted for assessment is my own work.			
Signature		Date	
Trainee performance summary (completed by assessor)			
Assessment tasks			
Task one	<input type="checkbox"/> No credit	<input type="checkbox"/> Credit	
Reassessment	<input type="checkbox"/> No credit	<input type="checkbox"/> Credit	
Workplace verification			
Task two	<input type="checkbox"/> No credit	<input type="checkbox"/> Credit	
Reassessment	<input type="checkbox"/> No credit	<input type="checkbox"/> Credit	
Comments/feedback to trainee			
Assessment result (completed by assessor)			
I have assessed the trainee and confirm			
<input type="checkbox"/> The requirements have been met to achieve competency in U/S 20826 V2.			
<input type="checkbox"/> Further evidence is required to achieve competency.			
Name	Assessor number		
Signed	Date		

On completion of the unit standard one copy of this assessment record sheet must be given to the trainee for their records and another copy sent to Careerforce so the credit can be registered on the NQF.

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