

40XXX**Apply person-centred support in a health and wellbeing setting**

Kaupae Level	3
Whiwhinga Credit	10
Whāinga Purpose	<p>People credited with this skill standard are able - in a health and wellbeing setting - to apply holistic and person-centred approaches in own role, recognise and safely respond to signs and risks that a person may be experiencing abuse, neglect or violence, and can respond to changes in a person's health and wellbeing.</p> <p>This standard aligns with the outcomes of the New Zealand Certificate in Health and Wellbeing (Level 3) with strands in Healthcare Assistance; Newborn Hearing Screening; Orderly Services; Support Work; Vision Hearing Screening [Ref: 2470]</p>

Hua o te ako me Paearu aromatawai | Learning outcomes and assessment criteria

Hua o te ako Learning outcomes	Paearu aromatawai Assessment criteria
1. Apply holistic and person-centred approaches in a health and wellbeing setting.	a. Explain holistic and person-centred approaches.
	b. Describe the concept of informed consent.
	c. Explain the concept and process of supported decision making.
	d. Explain ways to involve family, whānau and other supports in decisions.
	e. Apply holistic and person-centred approaches.
2. Recognise and respond to risk of abuse, neglect or violence in a health and wellbeing setting.	a. Recognise signs, patterns and behaviours which may indicate abuse, neglect and violence.
	b. Discuss how risk can change over time.
	c. Respond to risk of abuse, neglect and violence using workplace policies and procedures.
	d. Identify relevant services for referral.

3. Respond to change in a person in a health and wellbeing setting.	a. Respond to change and escalate concerns regarding a person's health and wellbeing.
	b. Identify potential impacts of change on support provided.
	c. Document change in a clear, accurate and timely manner.

Pārongo aromatawai me te taumata paearu | Assessment information and grade criteria

For assessment purposes:

- Assessment against Learning Outcome 2 can be undertaken in a simulated environment and can use a variety of tools such as case studies and role play to demonstrate understanding.
- Learners must demonstrate practical application of the Code of Rights in their role – the right to: be treated with respect, to fair treatment; to dignity and independence; to appropriate standards; to effective communication; to be informed; to choice and consent; to support; rights during teaching and research, and for complaints to be taken seriously.

Evidence provided for assessment against this skill standard must:

- Be acquired in a health and wellbeing setting.
- Be acquired in accordance with workplace or organisational policies and procedures.
- Be acquired within the boundaries of the learner's role.
- Ensure that the Code of Rights are upheld in relation to undertaking practical tasks.

Definitions:

- *The Code of Rights for Health and Disability Services Consumers*, otherwise referred to as the 'Code of Rights', or simply as 'The Code', establishes the rights of people using health and disability services, and the obligations and duties of providers to comply with it.
- *Health and Wellbeing settings* include but are not limited to - aged care, hospital, home and community, residential care, disability services, social services, mental health and addictions, rehabilitation, hospice and youth development services.
- *Holistic needs* include but are not limited to – physical, emotional, social, cultural, spiritual, mental, socio-economic, creative, occupational.
- *Person-centred approach* – an approach which places the person being supported at the centre by encouraging active participation and choice, and viewing them as an individual with unique qualities, abilities, interests, preferences and needs.
- *Person-centred values* may include but are not limited to – individuality, rights, choice, privacy, independence, dignity, respect, partnership, consent.

Ngā momo whiwhinga | Grades available

Achieved.

Ihirangi waitohu | Indicative content

Holistic and person-centred approaches

- Person-centred values.
- Working in a person-centred way, importance of understanding the whole person, their history, preferences, choices.

- Holistic needs, including physical, spiritual, emotional, mental, sensory and environmental wellbeing.
- Introduce key concepts of informed consent, supported decision making and health literacy.
- Family, whānau and other supports involvement in decision making.

Risk, abuse, neglect and violence

- Risk factors, signs, indicators, patterns and dynamic risk.
- Types of abuse and what constitutes harm.
- Warm referrals and referral options relevant to role boundaries and workplace policy.
- Reporting obligations, and documenting incidences of abuse, neglect, violence and harm (highlighting urgency and confidentiality).
- Responding safely to disclosures or signs of abuse, neglect or violence.
- Family violence services available - when and how to refer someone or get help.

Changes in a person's health or wellbeing.

- What constitutes change, what to report and how.
- Responding to both positive and negative changes in health and wellbeing.
- Importance of accurate, timely recording and reporting of changes.

Rauemi | Resources

- Health and Disability Commissioner. (2022). *About the Act and Code*. Available at <https://www.hdc.org.nz/your-rights/about-the-code/>

Pārongo Whakaū Kounga | Quality assurance information

Ngā rōpū whakatau-paerewa Standard Setting Body	Toitū te Waiora Community, Health, Education, and Social Services Workforce Development Council
Whakaritenga Rārangi Paetae Aromatawai DASS classification	Community and Social Services > Health, Disability and Aged Support > Health and Disability Principles in Practice
Ko te tohutoro ki ngā Whakaritenga i te Whakamanatanga me te Whakaōritenga CMR	0024

Hātepe Process	Putanga Version	Rā whakaputa Review Date	Rā whakamutunga mō te aromatawai Last date for assessment
Rēhitatanga Registration	1	[dd mm yyyy]	N/A
Kōrero whakakapinga Replacement information	N/A		

Rā arotake Planned review date	31 December 2030
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Please contact Toitū te Waiora Community, Health, Education, and Social Services Workforce Development Council at qualifications@toitutewaiora.nz to suggest changes to the content of this skill standard.

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