

**40XXX****Evaluate own professional practice in a health and wellbeing setting**

<b>Kaupae   Level</b>	4
<b>Whiwhinga   Credit</b>	10
<b>Whāinga   Purpose</b>	<p>People credited with this skill standard are able - in a health and wellbeing setting - to evaluate workplace approaches to delivering support, apply reflective practice to enhance professional quality, evaluate and promote self-care and wellbeing for others, demonstrate effective leadership, and evaluate the use of new and emerging technologies.</p> <p>This standard aligns with the outcomes of New Zealand Certificate in Health and Wellbeing (Peer Support) (Level 4) [<a href="#">Ref: 2989</a>]; New Zealand Certificate in Health and Wellbeing (Primary Care Practice Assistance) (Level 4) [<a href="#">Ref: 2990</a>]; New Zealand Certificate in Health and Wellbeing (Rehabilitation Support) (Level 4) [<a href="#">Ref: 2991</a>]; New Zealand Certificate in Health and Wellbeing (Social and Community Services) (Level 4) [<a href="#">Ref: 2992</a>], and the New Zealand Certificate in Health and Wellbeing (Advanced Care and Support) (Level 4) [<a href="#">Ref: 4108</a>].</p>

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

<b>Hua o te ako   Learning outcomes</b>	<b>Paearu aromatawai   Assessment criteria</b>
1. Evaluate workplace approaches to delivering support in a health and wellbeing setting.	a. Analyse strengths and limitations of workplace approaches for delivering support.
	b. Reflect on how workplace approaches for delivering support impact on own role.
2. Apply reflective practice to enhance professional quality in a health and wellbeing setting.	a. Select and apply a self-reflection model to own practice.
	b. Identify opportunities for continuous improvement and self-development.
	c. Evaluate the impact of changes made through reflective practice on the quality of support provided.
	d. Document improvement goals for future development.
3. Evaluate and promote self-care and wellbeing for others in a health and wellbeing setting.	a. Analyse and evaluate how self-care supports personal wellbeing, and the quality of service provided.

	b. Analyse and evaluate workplace approaches for promoting staff wellbeing.
4. Demonstrate effective leadership in a health and wellbeing setting.	a. Demonstrate effective leadership in own role.
	b. Analyse the impacts of own leadership qualities and behaviours on others.
	c. Reflect on own leadership qualities and behaviours and identify areas for improvement.
5. Evaluate use of new and emerging technologies in a health and wellbeing setting.	a. Identify new and emerging technologies relevant to the health and wellbeing sector.
	b. Assess how new and emerging technologies can support a person's wellbeing and engagement with health and wellbeing services.
	c. Analyse the ethical implications and potential risks of using new and emerging technologies.

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

For assessment purposes:

- Learners must demonstrate clear application of the Code of Health and Disability Services Consumers' 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; for complaints to be taken seriously.
- For assessment criterion 4a can demonstrate either peer or personal leadership dependent on their role.

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 role.
- Ensure that the Code of Health and Disability Services Consumers' Rights are upheld in relation to undertaking practical tasks.

Definitions:

- *Approaches to delivering support*, refer to models/frameworks/philosophies that may be applied within a health and wellbeing setting. These approaches provide an over-arching set of underlying principles, aims and objectives, operational parameters, and reviewable outcomes which direct the nature of support and the way it is provided. Frameworks and philosophies may include but are not limited to goal-centred approaches, holistic approaches, needs-based approaches, palliative care models, person-centred approaches, restorative care model, strengths-based model, Te Whare Tapa Whā, Te Wheke, and Te Pae Mahutonga.
- *The Code of Health and Disability Services Consumers' Rights*, 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 the Code.

- *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.
- *Leadership* includes both peer and personal leadership and is not limited to formal roles. It involves positively influencing others, taking responsibility for your own growth, and contributing to a supportive team environment. This includes, but is not limited to, role modelling, mentoring or supporting others, dealing with conflict, problem solving, reflective practice, motivating self and others, self-development, self-awareness, taking responsibility and promoting a positive workplace culture. Leadership is about how you show up, support others, and continue learning.
- *Professional practice* refers to the knowledge, skills, values, and conduct that guide a person's work. It involves ethical behaviour, clear boundaries, and effective collaboration with the person receiving support, their family, whānau, natural supports, colleagues, and other professionals.
- *Self-reflection* refers to the process of examining your own thoughts, feelings, actions, and behaviours to better understand yourself and how you affect others. It helps you recognise your strengths and areas for improvement.
- *Reflective practice* refers to the process of thinking about and learning from experiences to improve the way you work. It involves looking at what went well, what didn't, and how you can do better next time

### **Ngā momo whiwhinga | Grades available**

Achieved.

### **Ihirangi waitohu | Indicative content**

#### Evaluating workplace approaches

- Strengths and limitations of service delivery approaches (e.g., person-centred care, holistic approaches).
- Principles, aims, objectives, operational parameters, and outcomes of different approaches.
- Difference between medical and social approaches.
- Influence of workplace philosophy on practice.
- Methods for assessing and improving workplace practice.

#### Advanced reflective practice

- Selecting and using structured reflection models (Gibbs, Johns, Rolfe).
- Evaluating the impact of reflective practice on quality of support.
- Continuous improvement planning.
- Linking reflection to organisational objectives.
- Peer and group supervision – learning from each other and sharing experiences.

#### Leadership and mentoring

- Leadership qualities and attributes (e.g., communication, empathy, accountability).
- Personal leadership principles.
- Peer-leadership principles.
- Strategies for mentoring team members (feedback, role modelling).
- Analysing impact of leadership on workplace culture and wellbeing outcomes.
- Leading conversations about ethics and boundaries.

#### Supporting wellbeing of self and others

- Advanced self-care planning (burnout prevention, resilience-building).
- Promoting staff wellbeing through initiatives or team culture.
- Workplace strategies for mental health support.

- Evaluating outcomes of wellbeing initiatives.
- Ongoing learning in health and wellbeing settings.

### Technology

- New and emerging technologies (telehealth, AI tools, apps for monitoring health).
- Technology's role in supporting wellbeing through prevention, self-management, rehabilitation, resilience.
- Technology's role in improving access to services and supports - e.g. remote consultations, mobile health services, digital health info, translation services and cultural support tools, social connection.
- Risks and ethical considerations with technology - e.g. digital literacy, approaches to maintain person centred- support, issues with access to technology, technology dependency, data privacy and security, bias, human oversight.
- Data analytics - collection, interpretation, use of data, role of data in understanding quality.

### 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 Kouna | Quality assurance information

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

<b>Hātepe   Process</b>	<b>Putanga   Version</b>	<b>Rā whakaputa   Review Date</b>	<b>Rā whakamutunga mō te aromatawai   Last date for assessment</b>
<b>Rēhitatanga   Registration</b>	1	[dd mm yyyy]	N/A
<b>Kōrero whakakapinga   Replacement information</b>	N/A		
<b>Rā arotake   Planned review date</b>	31 December 2030		

Please contact Toitū te Waiora Community, Health, Education, and Social Services Workforce Development Council at [qualifications@toitutewaiora.nz](mailto:qualifications@toitutewaiora.nz) to suggest changes to the content of this skill standard.