

Demonstrate knowledge of the impact of change in support services in a health or disability setting

Trainee assessment portfolio

23926 V1 Level 2 Credits 4

Trainee name _____

NZQA number

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Important information for trainees

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

- 1 Describe the impact of change in support services on the consumer, family/whānau and/or significant others in a health or disability setting.
- 2 Describe the impact and management of change in support services on self (support worker).
- 3 Describe the impact of change in support services on the support team in a health or disability setting.

Special notes

- 1 The performance of all elements of this unit standard must comply with any relevant cultural or legislative requirements including the rights and responsibilities of people receiving services or supports as outlined in the Health and Disability Commissioner (Code of Health and Disability Services Consumers' Rights) Regulation 1996.
- 2 Definitions:
 - a **Service Delivery Plan** in the context of this unit standard is a generic term used to cover the individual plans that are developed by service providers with consumers and their families/whānau for service delivery. Different service providers may use different

terms. A Service Delivery Plan is interpreted and implemented in accordance with the requirements of the plan and will recognise the consumer as the central focus. A Service Delivery Plan may specify such things as services to be provided to support activities of daily living, equipment used, food preferences, and instructions on maintaining a safe environment. The consumer's choices, rights, and how these determine the consumer's independence, rehabilitation, recovery and support are paramount to the implementation of a Service Delivery Plan. The Service Delivery Plan will also provide an outline of the tasks to be provided by the support worker for the consumer in the residential or home care setting.

- b **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, or family member's.
- c **Organisation's policies and procedures** are the policies and procedures of the employing organisation of the employee and include ethical codes, standards, and requirements of the organisations involved.

References

- Careerforce workbook – 23926v1 Demonstrate knowledge of the impact of change in support services in a health or disability setting.
- Organisation’s policies and procedures.

This trainee assessment portfolio contains

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

Instructions

- From approximately mid 2008 you will have the option of completing the assessment tasks online at www.careerforce.org.nz/assessment.
- Attach all written material to this trainee assessment portfolio.
- In some work situations it may not be possible to carry out the practical application(s) required for

observations. If that is the case, you are required to produce a written/oral response.

- 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 completed 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.
- Should you require assistance with any aspect of the assessment, please discuss this with your assessor.

Overview of assessment

Activity	Description	Unit Std
Assessment tasks Task 1 (Blue)	Describing the impact of change in support services on the consumer, family/whānau and/or significant others.	Element 1
	Describing the impact and management of change in support services on the support worker (self).	Element 2
	Describing the impact of change in support services on the support team in a health and disability setting.	Element 3

Written or oral assessment task

Task – Describing the impact of change on the consumer, family/whānau and/or significant others; describing the impact and management of change on self (support worker); and describing the impact of change on the support team in a health or disability setting.

Your responses may be made orally or in writing.

You may answer all the questions in one of two ways. These are:

- a By using the case study provided; **or**
- b Relating your answers to a person for whom you provide support who has experienced a change in the service provided during the time you were supporting that person.

Where responses are made verbally, the assessor must make notes of the answers to all questions.

1 Identifying and describing

- **The impact of change in support services on the consumer, family/whānau and or/ significant others.**
- **Factors that influence the type of change and type of service provided to the consumer (1.1).**
- **The impact of change in participation (1.1, 1.2 and 1.3).**

The following case study is about a person who has experienced changes in the service being provided for him. Read it carefully and use the information contained in it to answer the questions; unless you are following option (b) and relating your answers to a person for whom you provide support, who has experienced a change in service delivery.

If you are using option (b), you are required to answer each question from your own experience.

Case study

John is a 26-year-old who was, until recently living at home with his parents and brother. John's parents have provided most of his support, and Jill (his support worker) has supported him for eight hours a week in his parents' home, preparing him to move to a supported living situation. Jill's support has been mainly around supporting John to learn laundry tasks, cook a simple meal, budget and shop.

John has recently made the decision that he is ready to leave home and move to a flat with another young man of similar age who also needs a degree of support from the organisation for which Jill works. John and his parents are wanting to ensure that he is able to live more independently of them in the future.

Jill is continuing to support John in his new living situation and to work alongside him for the eight hours as before. However, Jill becomes concerned when John tells her that he feels lonely in the flat

as his flatmate is a shift worker and is often at work when John is home, and that he misses the contact with his family. Jill is also worried because she believes that John is losing weight and is sometimes wearing creased clothes and looking scruffy. She knows that John's parents are not visiting often, as they want to give him time to settle into the flat and find his own feet without their interference. Jill tries to spend more time assisting John with his laundry skills and teaching him to cook other meals, however she believes that her eight hours of support is not enough.

At the next multi-disciplinary team (MDT) meeting attended by John, his parents, his brother and Jill, Jill raises her concerns about John's weight loss, his appearance and his loneliness. Jill tells the meeting that she is pleased that John and his family are part of this decision making process as she knows from working in their home that they are concerned for John and really want this supported living situation to work for him. Everyone at the meeting agreed that

for this situation to succeed, the amount of support time needed to be increased. They also discussed that Jill's role needed to change so she could support John's social as well as daily living needs. They decide to increase the support hours by Jill to 15 hours per week or 3 hours each weekday. They also decide to bring in support from "Cooking Grannies": a local community group that will help John extend his menu of meals and help him budget for, plan and cook interesting and nutritious meals.

The Occupational Therapist (OT) will also do an assessment of John's functional abilities around household tasks, and then she and Jill will work together to formulate a plan, set goals and monitor progress on these goals. Jill and John take responsibility for making a "visual prompt list" of laundry tasks which consists of a series of actual photographs of John performing laundry tasks in a sequential order. This list will be used by John on the days that Jill does not visit. John asks to join an art evening class at the local high school which

his brother attends and Jill also arranges for him to join the Tuesday evening social group run by her organisation. This means that John can choose to participate in local events like movie nights, ten-pin bowling, music events and visits to art galleries, as this is where he has a particular interest. John's mother undertakes to talk to John about his appearance, and Jill will provide support by regularly reminding John about his appearance, and reminding him about the importance of looking tidy, especially for work or when he is out socially.

John's family were keen to be involved in supporting him and John agreed that he would like to go to his family home for dinner once a fortnight. His family were supportive of all the agreed programmes and activities suggested at the MDT meeting and admitted that the new plan alleviated their anxiety that he might not cope in his new setting.

As a result of the MDT meeting, there was a change in roles and responsibilities for John, his family, the OT and Jill.

Answer the following questions	
<p>What are some of the factors that might lead to a change in service delivery for the consumer?</p>	
<p>What was the change in service delivery for the consumer?</p>	

<p>How did the change in the service delivery provided impact on the consumer and the service?</p>	
<p>If there was a change in the setting where the consumer received the support how did this impact on the support provided?</p>	
<p>What actual changes were there to the support received by the consumer?</p>	
<p>How does a change in the service provided to the consumer affect the outcomes for the consumer?</p>	

2 Describing the impact of change on the family/whānau and/or significant others in terms of their participation in the support of the consumer (1.3)

Answer the following three questions:

How did the change affect the **involvement** of family/whānau and/or significant others in **decision making**?

How did the change affect the family/whānau and/or significant others' **involvement in the service delivery**?

How did the family/whānau's **support for delivery programmes/activities** for the consumer change?

3 Describing the impact of change in support services on a support worker (self) (2.1)

Based on the case study or on your own experience, list three impacts that change can have on your role as a support worker, and state why this is the case. (You are to imagine that you are Jill in the case study if you have chosen to answer the questions via option (a).)

1.

2.

3.

4 Describing how the support worker (self) manages the process/impact of change using strategies, techniques and supports (2.2)

Based on the case study or your own experience and knowledge, describe in writing or orally one strategy, two associated techniques and at least two supports used, or that could be used, to ensure that the change process is well managed.

Describe in writing or orally **a strategy** that you use to manage change.

Describe in writing or orally **two techniques** that you use to manage change.

Describe in writing or orally **at least two supports** (colleague, agency, supervisor, friend, family member etc) you can use to support you during the change process. State why that support is valuable.

5 Describing the impact of change in support services on the support team (3.1, 3.2)

Your responses may be based upon the case study or from your own experience in your workplace. The team will need to involve three or more people providing support for the consumer. List at least three members of the team, and for each person you list record his/her role in the team and designated responsibilities for the consumer.

Team member	Role in the team	Responsibilities

Describe **two** possible effects the changes in support services might have on the MDT and its interaction with the consumer.

1.

2.

Assessor/Verifier confirmation form

I confirm that _____
(the trainee) completed the attached case study of an actual consumer whom he/she supports/has supported.

The trainee has attached, where available, evidence regarding supporting, mentoring and facilitating the maximisation of the consumer's independence.

I confirm that consent from the consumer or advocate was obtained before the case study was undertaken.

I confirm that I have observed this trainee supporting, mentoring and facilitating the consumer in this case study.

Assessor/Verifier Name	Assessor/Verifier Number
Signature	Date

Verifier Name	
Signature	Date

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Level 2 Credits 4

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

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 demonstrate competency in 23926 v1.	
<input type="checkbox"/> Further evidence is required to demonstrate 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 his/her records and another copy sent to Careerforce so the credit can be registered on the NQF.

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Feedback form

Please help us to improve our trainee assessment portfolio.

Careerforce is always keen to review its materials to improve the quality of the learning experience. You can help us by telling us what you think of this assessment portfolio and by offering suggestions on ways it can be improved.

When you have answered the questions, please send this page to:

Quality Assurance Manager
Careerforce Ltd.
www.cssito.org.nz
PO Box 25 255
Christchurch
Fax (03) 371 9285

What I liked most about the portfolio and why?

What I liked least about the portfolio and why?

Please give your rating of the following topics by ticking the relevant yes, no, or maybe boxes.

Topics or aspects of the content of this document	Yes	Maybe	No
Assessment record sheet is useful.			
Assessment questions are easy to understand.			
Verification tasks are appropriate.			
The assessment portfolio is well laid out and easy to follow.			

Additional comments

Contact details (optional)

Name	Organisation
Telephone	Email

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