

## 41019 Evaluate professional practices in own health and wellbeing role

<b>Kaupae   Level</b>	4
<b>Whiwhinga   Credit</b>	15
<b>Whāinga   Purpose</b>	<p>People credited with this skill standard are able to evaluate approaches to support delivery, apply self-reflection to enhance professional practice, evaluate self-care and wellbeing practices, analyse effective leadership approaches, and evaluate the use and implications of new and emerging technologies in a health and wellbeing setting.</p> <p>This standard aligns with the New Zealand Certificate in Health and Wellbeing (Advanced Care and Support) (Level 4) [Ref: 4108].</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 approaches to support delivery in own health and wellbeing workplace.	a. Assess approaches to delivery of support in own workplace.
2. Apply self-reflection to enhance professional practice in own role.	a. Select and apply a relevant self-reflection model to own role and professional practice.
	b. Identify opportunities for continuous improvement and self-development.
	c. Evaluate the impact of reflective practice on the provision of quality support.
	d. Document goals for future professional development.
3. Evaluate self-care and wellbeing practices in a health and wellbeing setting.	a. Analyse how self-care supports personal wellbeing.
	b. Review workplace approaches to self-care.
	c. Promote staff self-care and wellbeing.
4. Analyse effective leadership approaches 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.

Hua o te ako   Learning outcomes	Paearu aromatawai   Assessment criteria
5. Evaluate the use and implications 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

#### Assessment specifications:

- Assessment criterion 4a can (dependent on the learner's role) demonstrate either peer or personal leadership.

Evidence provided for assessment against this skill standard must be collected:

- in a health and wellbeing setting.
- in accordance with workplace or organisational policies and procedures.
- within the boundaries of the role.

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, Te Pae Mahutonga, Kakala model, Fa'afaletui model, Ta and Va model, Fonua model, Fonofale model, Te Vaka Atafaga, Tivaevae model.

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 own growth, and contributing to a supportive team environment. This includes, but is not limited to, role modelling, mentoring or supporting others, conflict resolution, problem solving, reflective practice, motivating self and others, self-development, self-awareness, effective communication, taking responsibility and promoting a positive workplace culture.

#### Definitions:

- *Approaches to delivering support* refer to models/frameworks/philosophies that may be applied within a health and wellbeing setting. These approaches provide a set of underlying principles, aims and objectives, operational parameters, and reviewable outcomes which direct the nature of support and the way it is provided.
- *Health and Disability Commissioner (Code of Health and Disability Services Consumers' Rights) Regulations 1996*, 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.
- *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.

- *Reflective practice* refers to the process of thinking about and learning from experiences to improve the way a person works.
- *Self-reflection* refers to the process of examining own thoughts, feelings, actions, and behaviours to better understand self and how they affect others.

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

Achieved.

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

#### Evaluating workplace approaches

- Application 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.
- Evaluating the impact of reflective practice on quality of support.
- Continuous improvement and self-development planning.
- Linking reflection to organisational objectives.
- Peer and group supervision – learning from each other and sharing experiences.

#### 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.
- Supporting neurodiverse communities.

#### 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.

## 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/>.
- New Zealand Legislation. (1996). *Health and Disability Commissioner (Code of Health and Disability Services Consumers' Rights)*. Available at <https://www.legislation.govt.nz/regulation/public/1996/0078/latest/DLM209080.html>.
- New Zealand Legislation. (2015). *Privacy Act 2020*. Available at <https://www.legislation.govt.nz/act/public/2020/0031/latest/LMS23223.html>.
- Standards New Zealand. (2021). NZS 8134:2021 *Ngā Paerewa Health and Disability Services Standard*. Available at <https://www.standards.govt.nz/shop/nzs-81342021>.

## Pārongo Whakaū Kounga | 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	18 December 2025	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.