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| Title | Explain stress and stress overload, and manage personal stress, in a sports situation | | |
| Level | 3 | Credits | 3 |

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| Purpose | <p>This unit standard is designed primarily for people seeking to further develop their skills in a sports situation.</p> <p>People credited with this unit standard are able to: explain stress and the effects of stress overload on physiological and psychological wellbeing; explain causes of stress overload in sport and the impacts of stress on sporting performance; explain strategies for managing personal stress in a sports situation; and develop, implement, and monitor a plan for managing personal stress in a sports situation.</p> |
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| Classification | Recreation and Sport > Recreation and Sport - Core Skills |
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| Available grade | Achieved |
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Explanatory notes

- 1 In the context of this unit standard, *stress overload* refers to mental, emotional, or physical strain or tension that has a negative impact on performance and/or wellbeing, and may include long-term stress overload.
- 2 This unit standard relates to knowledge of stress management. Credit for this unit standard should not be used as evidence that people have made individual progress in terms of their own stress management or that they are deemed to be free from negative effects of stress.
- 3 Any programme of learning leading to assessment against this unit standard should support the concept that stress is a natural human reaction, that it can be managed to avoid stress overload, and that it can be an important factor in motivation.
- 4 It is recommended that any programme of learning leading to assessment against this unit standard should have input from a health, counselling, or human resource professional.

Outcomes and evidence requirements

Outcome 1

Explain stress and the effects of stress overload on physiological and psychological wellbeing.

Evidence requirements

- 1.1 Explanation identifies stress as a natural human reaction based on the individual's perception of situations and identifies symptoms of potential stress overload.
- Range evidence is required for five physical, four emotional, and four behavioural symptoms.
- 1.2 Explanation includes the positive role of stress as a motivator and identifies the consequences of too little stress.
- 1.3 Explanation includes the effects of stress overload on physiological and psychological wellbeing.
- Range effects may include but are not limited to – negative consequences for physical health, mental health, relationships with significant others, wellbeing of other family members, social relationships.

Outcome 2

Explain causes of stress overload in sport and the impacts of stress on sporting performance.

Evidence requirements

- 2.1 Explanation includes factors and/or situations that cause stress overload in sport.
- Range factors and/or situations may include but are not limited to – social, environmental, technological, psychological, fear or anxiety, time management;
evidence of at least four factors or situations is required.
- 2.2 Explanation includes the impacts that stress can have on sporting performance.
- Range impacts may include but are not limited to – increased tension, decreased concentration, loss of rhythm, impaired decision making, increased reaction time;
evidence of three impacts is required.

Outcome 3

Explain strategies for managing personal stress in a sports situation.

Evidence requirements

- 3.1 Explanation includes strategies for coping with personal stress.
 - Range strategies may include but are not limited to – relaxation techniques, thought control, participation in physical recreation, time management, accessing supportive agencies and/or people; evidence of five strategies is required.
- 3.2 Explanation includes benefits of each of the identified stress management strategies.
 - Range evidence of at least two benefits per strategy is required.

Outcome 4

Develop, implement, and monitor a plan for managing personal stress in a sports situation.

Evidence requirements

- 4.1 Factors and/or situations that cause personal stress overload in sport are identified.
 - Range evidence of at least two factors and/or situations is required.
- 4.2 Strategies are selected for their effectiveness in managing the factors and/or situations identified in evidence requirement 4.1.
 - Range evidence of five strategies is required.
- 4.3 A plan to implement the selected strategies is developed.
 - Range plan may include but is not limited to – action, practice, feedback from supportive person, method for monitoring effectiveness of stress management strategies.
- 4.4 Personal stress management strategies are implemented and monitored in accordance with the plan.

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| Planned review date | 31 December 2012 |
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Status information and last date for assessment for superseded versions

| Process | Version | Date | Last Date for Assessment |
|-----------------------|---------|------------------|--------------------------|
| Registration | 1 | 20 November 2006 | 31 December 2012 |
| Review | 2 | 18 June 2010 | 31 December 2012 |
| Rollover and Revision | 3 | 20 May 2011 | N/A |

Consent and Moderation Requirements (CMR) reference

0099

This CMR can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

Please note

Providers must be granted consent to assess against standards (accredited) by NZQA, before they can report credits from assessment against unit standards or deliver courses of study leading to that assessment.

Industry Training Organisations must be granted consent to assess against standards by NZQA before they can register credits from assessment against unit standards.

Providers and Industry Training Organisations, which have been granted consent and which are assessing against unit standards must engage with the moderation system that applies to those standards.

Requirements for consent to assess and an outline of the moderation system that applies to this standard are outlined in the Consent and Moderation Requirements (CMRs). The CMR also includes useful information about special requirements for organisations wishing to develop education and training programmes, such as minimum qualifications for tutors and assessors, and special resource requirements.

Comments on this unit standard

Please contact Skills Active Aotearoa Limited info@skillsactive.org.nz if you wish to suggest changes to the content of this unit standard.