

Trainee Assessment

Loss and grief

23391 Respond to loss and grief in a health or wellbeing setting (version 4, level 3, 3 credits)

Your name:

Your workplace:

Your date of birth:

NSN number (if you know it):

Declaration

- I was told about and understand the assessment requirements and appeals process.
- I have prepared my answers myself.
- Any evidence I have provided as my own, I produced myself.
- I understand that this assessment may be used for moderation and quality control purposes.
- I understand that when I achieve this unit standard my result will be registered with the New Zealand Qualifications Authority.

I confirm the above declaration: Yes No **Date:**

Assessment summary (completed by assessor)

Trainee's performance summary

| Assessment tasks | Assessor's signature | Date achieved |
|--|----------------------|---------------|
| Task 1: The impact of loss and grief | | |
| Task 2: Respond to a loss and grief situation | | |
| Task 3: Support people experiencing a loss and grief situation - observation | | |

Unit standard results

I have assessed the trainee and confirm the trainee has demonstrated competency in:

| Unit standard | Version | Level | Credits | ✓ |
|--|---------|-------|---------|--------------------------|
| 23391 Respond to loss and grief in a health or wellbeing setting | 4 | 3 | 3 | <input type="checkbox"/> |



Assessor's name:

Assessor's number:

Signature:

Date:

Trainee information

Getting started

- Contact your assessor or workplace observer to talk about what you need to do.
- You may have or be asked for evidence or workplace documents which record what you have already done, at work or through training.
- For practical assessments and kōrero mātanga speak to your workplace supervisor and/or assessor when you are ready to get started.

As you do the tasks

- Answer all questions. Refer to real or simulated situations when answering questions.
- For knowledge assessment questions you can choose to write your answers or your assessor may record your verbal answers for you.
- Your assessor or observer will complete the observation form in this assessment when they observe your work. Sometimes they may ask you to do a specific task or ask a question about what you're doing.

When you finish

- Make sure you have completed any parts where the assessor/observer has said you need to do more work.
- If your assessor requires more information, add your extra information to the bottom of your original answer, or on a separate sheet of paper with your name on it, date it, and answer any questions the assessor has asked you.

Appeals

If you wish to appeal against the assessment result or process, talk to your assessor.

If you're still not satisfied, you can appeal to Careerforce by completing the assessment result appeal form. You can find this form online at www.careerforce.org.nz/contact-us/

Feedback

Careerforce regularly reviews our assessment and learning resources. As a user, we would appreciate feedback on how you found it. Feedback can be provided to Careerforce via:

- our online feedback form at www.careerforce.org.nz/contact/resource-assessment-feedback
- email to info@careerforce.org.nz

Definitions

The word **trainee** in this assessment refers to you, the person being assessed. Other terms that may be used are candidate, student or employee.

Characteristics and needs includes the physical, spiritual, and mental characteristics and needs of people accessing support. Characteristics and needs may include but are not limited to: their age and stage of development, coping strategies, culture, disabilities, experience and knowledge, family or whānau history, gender, health status, personal history, language, sexual orientation, socio-economic situation; and needs for physical comfort, safety and privacy.

Health or wellbeing setting includes but is not limited to – the aged care, acute care, community support, disability, mental health and social services.

Organisational standards refers to the – policies, procedures and practices which reflect an organisation's service philosophy and the current and relevant ethical, legislative, regulatory and contractual requirements to which the setting or role is subject.

Organisational standards may be documented in the organisation's vision and values, standard operating procedures, health and safety plans, contract work programmes, quality assurance programmes, policies and procedural documents and codes of conduct and/or ethics.

People – refers to those accessing services in a health or wellbeing context and may include the family, whānau and natural supports of the person who is at the centre of support. This person may also be referred to as the client, consumer, customer, patient, individual, resident, service user, tūroro or tangata whai ora.

Support should aim to maintain, improve or restore a person's independence and/or interdependence by utilising the person's existing strengths and appropriate resources, but may include providing assistance to enable a client's health and wellbeing needs to be met.

Task 1: The impact of loss and grief

In this task, you must show your understanding of the impact of different loss and grief situations on people.

Q1 What impact could each of these **four** situations have on people?

Use real examples from your work if you can.

| Situation | Impact on people |
|---|------------------|
| Loss of a limb. | |
| Sudden death of a loved one. | |
| Loss of a loved one through divorce, separation, desertion. | |
| Health related condition, eg heart attack or stroke. | |

Task 1: Assessor's feedback to trainee

When the assessor agrees that you have completed this task successfully, they will sign it off on the assessment summary page at the front of this assessment.

Task 2: Respond to a loss and grief situation

In this task you need to describe a loss and grief situation you have been involved in, **two** strategies you used to support the person and how you responded to the situation. In Task 3 you will be observed responding to a loss and grief situation in the workplace.

Complete Tasks 1 and 2 before starting Task 3.

Q2 What was the loss and grief situation?

Q3 What was your involvement in the situation?

Q4 What are **two** things you did to support the person's ability to cope with the situation?

Q5 What are **two** things you did that will improve the way you cope with loss and grief situations in the future?

Task 2: Assessor's feedback to trainee

When the assessor agrees that you have completed this task successfully, they will sign it off on the assessment summary page at the front of this assessment.

Task 3: Support people experiencing a loss and grief situation

For this practical assessment task, your observer or assessor will observe you responding to a loss and grief situation you have been involved in.

Complete Tasks 1 and 2 before you start this task.

Your observer will complete the following observation form and may ask questions about what you are doing or what you have done previously. They may have recently seen you do one or more of these tasks. If so, they can record on the form evidence previously seen, heard, documented or filed.

The observer is likely to be your manager, supervisor or team leader or a person who has observed your work over a period of time and can confirm that you complete the tasks to the standard required. Your assessor may contact your observer to discuss their comments about your performance.

Before you are assessed, make sure you know your organisation’s policies and procedures.

Read the observation form to make sure you know how your performance will be assessed.

Observation

Note to observer:

You have been asked to complete this observation as the supervisor/manager of the trainee. You must have observed them working over a period of time.

The trainee has provided details of responding to a loss and grief situation.

You need to be confident that the details the trainee has provided are correct and that the trainee consistently follows organisational policies and procedures and responds to loss and grief situations appropriately.

Please check the boxes below if the trainee meets the standards. If they do not, please discuss the requirements with the trainee. Please comment on the trainee’s performance.

The trainee must do the following tasks.

The observer/assessor may also use this column to record comments.

**Assessor/observer
to complete**



I confirm that the trainee has supported people experiencing loss and grief in a health and wellbeing setting and has:

| | |
|--|--------------------------|
| <ul style="list-style-type: none"> • Followed the organisation’s policies and procedures. <p>Please comment.</p> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> • Followed strategies according to organisational standards. <p>Please comment.</p> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> • Supported people experiencing loss and grief using strategies that were appropriate to their characteristics and needs. <p>Please comment.</p> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> • Managed their own ability to cope when providing support to people experiencing loss and grief. <p>Please comment.</p> | <input type="checkbox"/> |

Please provide any further comments you wish to make:

If you are an observer, please give your details as the assessor may wish to contact you.

| | | | |
|---|--|---------------------|--|
| Name: | | Designation: | |
| Signature: | | Date: | |
| Contact details (phone/email): | | | |

Task 3: Assessor's feedback to trainee

When the assessor agrees that you have completed this task successfully, they will sign it off on the assessment summary page at the front of this assessment.