

## Guidance notes for the Graduate Profile Outcomes

### New Zealand Certificate in Health and Wellbeing (Level 4) (Advanced Care and Support)

Graduates of this qualification will be able to:		<b>Guidance for Programme Developers</b>
		The following guidance was provided by the sector during qualification consultation.
<b>1</b>	<p><b>Work collaboratively with members of a multi-disciplinary team and the whānau and/or family of a person with complex needs to support the person’s health and wellbeing.</b></p> <p><b>Credit 10</b></p>	<p>Programmes may include:</p> <ul style="list-style-type: none"> <li>- understanding how role contributes to health and wellbeing outcomes</li> <li>- working with clients and their whānau and family</li> <li>- building trust and rapport</li> <li>- working as part of a multi-disciplinary team</li> </ul>
<b>2</b>	<p><b>Support registered health professionals by carrying out delegated clinical tasks in a health or wellbeing setting.</b></p> <p><b>Credit 25</b></p>	<p>Programmes may include (within the context of their role)</p> <ul style="list-style-type: none"> <li>- understanding chronic care conditions</li> <li>- understanding pain management</li> <li>- understanding spinal care</li> <li>- monitoring blood pressure, blood sugar levels and dressings</li> <li>- understanding medication management</li> <li>- understanding neurological conditions (e.g. Parkinson’s/MS/motor neurone)</li> </ul>
<b>3</b>	<p><b>Apply knowledge of health or wellbeing conditions and organisational processes to implement person-centred/ relationship-centred approaches to care for and support a person with complex needs.</b></p> <p><b>Credit 55</b></p>	<p>Programmes may include:</p> <ul style="list-style-type: none"> <li>- In-depth knowledge of relevant conditions</li> <li>- contributing to planning, assessment and review</li> <li>- routine clinical tasks and observations</li> <li>- observing and responding to changes and symptoms</li> <li>- using tools and strategies to implement relevant model(s) and approaches</li> <li>- using strategies to challenge stigma and discrimination</li> <li>- encouraging advocacy and empowerment</li> <li>- understanding Māori health and wellbeing policies and initiatives</li> <li>- cultural safety, awareness and support</li> </ul>

		<ul style="list-style-type: none"> <li>- ethics and professionalism</li> <li>- safety, risk assessment, risk management.</li> <li>- observing and responding to the needs of the disabled community</li> <li>- observing and responding to the needs of the deaf community</li> <li>- observing and responding to the needs of the vision impaired community</li> <li>- observing and responding to the needs of the <i>Aged Care</i> community</li> <li>- behavioural support</li> </ul>
4	<p><b>Communicate effectively in a health or wellbeing setting, to prepare and deliver reports and record information as required by the organisation, and engage in challenging conversations.</b></p> <p><b>Credit 10</b></p>	<p>Programmes may include:</p> <ul style="list-style-type: none"> <li>- adapting own behaviour and communication styles</li> <li>- using tools for self-reflection</li> <li>- time management</li> <li>- challenging conversations</li> <li>- understanding and using workplace technology (e.g. InterRai)</li> <li>- conflict management.</li> </ul>
5	<p><b>Apply leadership skills in a health or wellbeing setting by contributing to organisational improvement and working unsupervised.</b></p> <p><b>Credit 20</b></p>	<p>Programmes may include:</p> <ul style="list-style-type: none"> <li>- informal mentoring, buddying and/or coaching</li> <li>- leadership skills</li> <li>- information provision</li> <li>- supervision and self-reflection</li> <li>- contributing to organisational improvement.</li> <li>- critical thinking, consequences and solutions</li> <li>- effective feedback</li> <li>- working unsupervised</li> </ul>