



Australian Government

Department of Education, Employment and Workplace Relations

HLTAHW413B Provide information and strategies in sexual health for men

Release: 1

HLTAHW413B Provide information and strategies in sexual health for men

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit describes the competencies required to conduct health promotion related to sexual and reproductive health for men as part of primary health care services for Aboriginal and/or Torres Strait Islander communities

Specific advice provided may be limited by close supervision or established guidelines in line with community needs and health provider guidelines

Application of the Unit

Application

This unit is intended to address skills and knowledge required by those working with Aboriginal or Torres Strait Islander communities to deliver primary health care services at Certificate IV level

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

1. Promote *healthy sexual practices*

PERFORMANCE CRITERIA

- 1.1 Consider identified community and individual client needs in determining priorities and potential areas to be addressed by the promotion
- 1.2 Discuss influences that shape sexuality in current and historical contexts
- 1.3 Provide information on sexual and reproductive health to address identified individual and community needs
- 1.4 Explain *methods of contraception* within a cultural context
- 1.5 Discuss sexual practices and attitudes in relation to their impact on sexual and reproductive health and emotional well-being
- 1.6 Provide advice relating to maintaining sexual and reproductive health in line with community needs and organisational guidelines

ELEMENT

2. Identify and discuss sexual health problems

PERFORMANCE CRITERIA

- 2.1 Explain *risk factors and indicators of sexually transmitted diseases*
- 2.2 Identify and explain methods of basic management for sexually transmitted diseases
- 2.3 Prepare and present HIV/AIDS information within an STD context at a community level
- 2.4 Explain principles and procedures of HIV/AIDS testing and provide information as required
- 2.5 Explain interventions to address issues relating to sexually transmitted diseases in the community as required
- 2.6 Provide advice about sexual and reproductive health issues in line with community needs and organisational guidelines
- 2.7 Provide information about resources available in the community and state in relation to addressing sexual and reproductive health issues
- 2.8 Make appropriate referrals to address identified STDs, HIV and sexual and reproductive health issues
- 2.9 Maintain confidentiality to reflect community and organisation guidelines and in line with notification requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Influences on the development of sexuality, such as gender, spiritual and cultural values, kinship practices, individual ethics and socialisation
- Past and present sexual trends within Aboriginal and non-Aboriginal contexts
- Sexual physiology and the human sexual response
- The influence on human sexuality and the sexual response of factors such as:
 - disability,
 - domestic violence
 - rape
- Healthy sexual behaviours and attitudes and practices that may interfere with the sexual health and emotional well being:
 - safer sex practices and barriers to same
 - influence of alcohol and other drug use on sexual behaviours
- Purpose of contraception and available options
- Sexually transmitted disease, including:
 - description/definition, statistics, signs and symptoms, universal precautions, common STDs, notifiable STDs
 - history of STD in the Aboriginal community and effects of STDs on the community
 - transmission, testing and complications related to STDs
 - impact on the ability of Aboriginal and Torres Strait Islander women to have children
 - contact tracing/ partner notification
 - available ways to prevent, manage and/or treat these diseases
- Risk factors for contracting STDs/HIV, including:
 - relationship between STDs and increased risk of contracting HIV
 - unprotected anal, vaginal and oral sex, receptive and insertive
 - partners, mother to baby, blood to blood

REQUIRED SKILLS AND KNOWLEDGE

- unsafe drug injection
- Importance of confidentiality, the limits to confidentiality and addressing it in a community

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Communicate effectively in a group and one-on-one environment to promote healthy practices and discuss health issues
- Provide accurate and relevant information and guidance about men's sexual health in line with identified individual and community needs

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Take a sexual history
- Explain concepts related to sexuality, including:
 - sexuality and the human sexual response
 - sexual behaviour
 - at risk sexual behaviour
 - sexual discrimination
- Explain and demonstrate purpose and methods of contraception
- Inform clients about STDs including history, transmission, prevention, investigations, management, complications, contact tracing and confidentiality
- Explore, reflect on and clarify personal experience and values in relation to sexuality
- Make referrals at an appropriate time and to an appropriate person in relation to specific STDs

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

EVIDENCE GUIDE

Critical aspects of assessment:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace
- Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible

Conditions of assessment:

This unit includes skills and knowledge specific to Aboriginal and/or Torres Strait Islander culture

Assessment must therefore be undertaken by a workplace assessor who has expertise in the unit of competency or who has the current qualification being assessed and who is:

- Aboriginal or Torres Strait Islander him/herself

or:

- accompanied and advised by an Aboriginal or Torres Strait Islander person who is a recognised member of the community with experience in primary health care

Context of assessment:

Competence should be demonstrated working individually, under supervision or as part of a primary health care team working with Aboriginal and/or Torres Strait Islander clients

Assessment should replicate workplace conditions as far as possible

Related units:

This unit may be assessed independently or in conjunction with other units with associated workplace application

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Cultural respect

This competency standard supports the recognition, protection and continued advancement of the inherent rights, cultures and traditions of Aboriginal and Torres Strait Islander peoples

It recognises that the improvement of the health status of Aboriginal and Torres Strait Islander people must include attention to physical, spiritual, cultural, emotional and social well-being, community capacity and governance

Its application must be culturally sensitive and supportive of traditional healing and health, knowledge and practices

Community control

Community participation and control in decision-making is essential to all aspects of health work, and the role of the health worker is to support the community in this process

RANGE STATEMENT

Supervision

Supervision must be conducted in accordance with prevailing state/territory and organisation legislative and regulatory requirements

References to supervision may include either direct or indirect supervision of work by more experienced workers, supervisors, managers or other health professionals

A person at this level should **only** be required to make decisions about clients within the organisation's standard treatment protocols and associated guidelines

Legislative requirements

Federal, state or territory legislation may impact on workers' practices and responsibilities. Implementation of the competency standards should reflect the legislative framework in which a health worker operates. It is recognised that this may sometimes reduce the application of the Range of Variables in practice. However, assessment in the workplace or through simulation should address all essential skills and knowledge across the Range of Variables

Aboriginal and/or Torres Strait Islander Health Workers may be required to operate in situations that do not constitute 'usual practice' due to lack of resources, remote locations and community needs. As a result, they may need to possess more competencies than described by 'usual practice circumstances'

Under all circumstances, the employer must enable the worker to function within the prevailing legislative framework

RANGE STATEMENT

Sexual health issues may include:

- Rape and sexual assault
- Domestic and family violence
- Child sexual abuse
- Relationships
- Sexual identities
- Homophobia
- Gender
- Power and discrimination
- Menopause
- Unplanned pregnancy
- Sexually transmitted infections
- Sexual behaviours
- Contraception
- Management of menstruation
- Sexual coercion
- Sexual health check ups
- Impotence

Risk factors for sexually transmitted infection include:

- Number of sexual partners
- Unsafe sex practices
- Past history of sexually transmissible infections
- Alcohol or substance misuse
- Local disease prevalence
- Frequency of being named as sexual contact of an index case.

Common methods of birth control (and their advantages and disadvantages) include:

- Oral contraceptive pill (reliable, safe, need to take daily)
- Condoms (reduced STI transmission, male responsibility, high failure rate)
- Withdrawal (male responsibility, high failure rate)
- Breast-feeding (high failure rate)
- Injectable or implantable hormonal contraception (highly reliable, low effort, delayed return of fertility, irregular menses)
- Post coital ('morning after') pill (nausea)
- Tubal ligation
- Vasectomy (reliable)

Unit Sector(s)

Not Applicable