



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **HLTPOP301C Work effectively in the population health sector**

**Release: 1**

## **HLTPOP301C Work effectively in the population health sector**

### **Modification History**

Not Applicable

### **Unit Descriptor**

#### **Descriptor**

This unit assists workers to understand and apply basic principles of population health to their work

It also locates the population health worker within the larger context of regional and national initiatives and organisations promoting health

### **Application of the Unit**

#### **Application**

This unit applies to work in a public health context and must be applied in compliance with relevant legislation and regulations

### **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

### PERFORMANCE CRITERIA

- |   |   |
|---|---|
| 1. Apply key <i>principles of population health approach</i> to work                        | 1.1 Identify current and historic concepts of <i>health and its determinants</i><br>1.2 Identify key principles to a population health approach and use to assess current work approach<br>1.3 Modify work approach so as to apply key principles of population health                      |
| 2. Gather information on the organisations within which population health work is conducted | 2.1 Identify relevant local, state and national organisations supporting population health work<br>2.2 Clarify each organisations' contribution to population health work<br>2.3 Develop the role of the worker within the multi-sectoral and multi-strategic approach to population health |
| 3. Work within the context of the population health approach                                | 3.1 Reflect consideration of the historical social, political and economic context in all population health work<br>3.2 Check all work to ensure it complies with relevant legislative and regulatory frameworks  |

## 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:

- Basic knowledge of recent public health strategies and relevant local codes of practice and legislation
- Basic principles of health promotion, e.g. as per Ottawa Charter
- Basic principles of population health
- Equity issues in population health
- Importance of principles and practices to enhance sustainability in the workplace, including environmental, economic, workforce and social sustainability
- National, State and local health initiatives and priorities
- Organisations involved in population health in Australia
- The components of population health including health promotion, environmental health, health protection and prevention of communicable and non communicable diseases

#### *Essential skills:*

It is critical that the candidate demonstrate the ability 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:

- Apply effective communication and interpersonal skills including written or verbal communication
- Apply problem solving skills
- Contribute effectively to meetings
- Discuss a population health approach in specific work role context
- Gather information from written sources and/or through verbal questioning
- Recognise and use opportunities to enhance sustainability in the workplace

## REQUIRED SKILLS AND KNOWLEDGE

- Translate 'big picture' information into value at the local level

## 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.

*Critical aspects for assessment and evidence required to demonstrate this competency unit:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills

*Access and equity considerations:*

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

## EVIDENCE GUIDE

*Context of and specific resources for assessment:*

- This unit is most appropriately assessed in the classroom environment
- this unit may be undertaken by workers training for a range of jobs in the population health and related sectors
- assessment where practicable should allow for knowledge of population health to be applied to a prospective or actual work role
- Access to:
  - a range of government and non government policy documents and reports and statistics

*Method of assessment may include:*

- Interviewing and questioning
- Assignment
- Scenarios as a basis for the application knowledge of the population health approach to a specific work role
- Scenarios as a basis for the application of knowledge about the foundations of the health of populations to a specific work role

## 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.

## RANGE STATEMENT

- The term population may refer to:*
- General Australian population
  - Any subgroup within that population identified by age, sex, ethnicity, sexual identity, geographical location, physical environment, lifestyle choices, socio economic status, disability, health status, etc.
  - Any community defined as collective group of people identified by common values and mutual concern for the development and well-being of their group or geographical area

- Context includes:*
- Statutory framework within which work takes place
  - Historical context of work, e.g. changing attitudes to environmental health, changing approaches to public health
  - Changing social context of work, e.g. changing government and societal views of environmental health, health promotion and disease prevention aspects of primary health care
  - Political context, e.g. government policies and initiatives affecting environmental health work
  - Economic context, e.g. the current economic situation as it relates to and affects environmental health and the subsequent impact on individual and community needs

- Concepts/models of health include:*
- Medical model
  - Salutogenic model
  - Social view of health
  - Academic/professional models of health

## RANGE STATEMENT

*Different models of work in the sector may include:*

- Early intervention/ disease prevention
- Community development and education
- Health promotion
- Working with individuals
- Working with families and the community
- Community funded indigenous environmental health workers
- Government health services funded indigenous environmental health workers

*Health determinants may include:*

- Political
- Biological and genetic factors
- Physical environment
- Socio-economic factors (e.g. Social gradient, stress, early life, social exclusion, work, unemployment, social support, addiction, food, transport, housing, etc.)
- Behavioural
- Cultural
- Quality of health services

*Key principles to a population health approach may include:*

- Population focus
- Preventive focus with stress on building individual/community's capacity to control health determinants for a better quality of life
- Sensitivity to access and equity issues
- Sensitivity to cultural differences
- Health as a resource for everyday living and not as end in itself
- Health as a result of complex interaction among determinants
- Shared responsibility of health
- Educational-Ecological approach
- Evidence-based approach
- Principles of equity and non-discriminatory practice



## RANGE STATEMENT

*For some workers, especially those working with remote and / or Indigenous communities, additional principles might include:*

- A holistic and community development approach
- Commitment to empowering individuals and the community
- Commitment to meeting the needs and upholding the rights of individuals and the community

*Different settings for population health action may include:*

- Home
- School
- Hospital
- Health services
- Community
- Work
- Transport
- Sports and recreation facilities

*Examples of local, state and national organisations, and initiatives supporting Population Health work include:*

- Establishments that provide primary health care
- Community Clinics
- Local public health units
- State and national Health departments
- Professional and industry associations
- Non-government organisations
- International health organisations

*National charters/declarations include:*

- Health for All by the Year 2000
- Health Promotion: Bridging the Equity Gap

## Unit Sector(s)

Not Applicable