



Australian Government

Department of Education, Employment and Workplace Relations

CHCCED511A Develop, implement and review sexual and reproductive health education programs

Release: 1

CHCCED511A Develop, implement and review sexual and reproductive health education programs

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to develop, deliver and evaluate sexual and reproductive health education programs

Application of the Unit

Application

This unit is intended for application in a range of community service work and client education contexts

This unit is suitable for application by those with competence in training small groups

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. Identify community issues relating to sexuality and sexual health and well being | 1.1 Access and interpret community demographics, social trends and indicators
1.2 Analyse community access to health resources
1.3 Consider preventative strategies for community health and well being
1.4 Access policy directions and legal requirements to ensure currency
1.5 Review social support networks for groups presenting with issues |
| 2. Provide a positive learning environment | 2.1 Review own <i>attitudes and values</i> in relation to sexual and reproductive health and the impact they have on providing an effective <i>education program</i>
2.2 Model the application of social justice principles
2.3 Structure learning programs to demonstrate valuing of diversity and individual choice |

ELEMENT

PERFORMANCE CRITERIA

3. Design educational program to meet identified needs
 - 3.1 Assess the need for education in the areas of sexuality and sexual health to address specific target group needs
 - 3.2 Plan the method of delivery to meet the specific needs that have been assessed, such as small group or one to one education
 - 3.3 Design programs that are culturally inclusive from a broad range of perspective
 - 3.4 Utilise learning strategies and resources to enhance feelings of mutual respect that reflect the responsibilities of staff
 - 3.5 Develop strategies that facilitate clients to explore their own values and beliefs around sexuality
 - 3.6 Respond to issues of disclosure and privacy according to organisation policies and procedures

4. Evaluate program delivery and effectiveness
 - 4.1 Measure changes in target group awareness of methods to improve sexual health and compare to the base line need
 - 4.2 Access input from other service providers in the broad area of sexuality and sexual health to determine trends in behaviour
 - 4.3 Access feedback from participants in the course or from one to one session and analyse it for improvement opportunities
 - 4.4 Consider possible impact of broader social and policy issues as part of course *evaluation* and revision
 - 4.5 Review and improve upon course documentation

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

These include knowledge of:

- Community demographics, social trends and indicators
- Social justice principles
- Current organisation policy in relation to sexual and reproductive health initiatives and associated legal requirements
- Demonstrated awareness of own personal and social values and attitudes and their impact on education program development and delivery
- Knowledge of community resources and organisations
- Knowledge and understanding of:
 - the anatomy and physiology of human sexuality
 - sexual function and dysfunction
 - pregnancy, birth and contraception
 - reproductive and sub-fertility issues
 - STIs, HIV and safer sex issues
 - sexuality events in the life cycle
 - sexuality development across the lifespan
 - sexual assault and harassment
 - sexual identity and orientation
 - legal and ethical issues in sexuality
 - sexuality and disability
 - sexuality in cultural contexts
- Effective sexuality education
- Sexual health promotion and policy

Essential skills:

REQUIRED SKILLS AND KNOWLEDGE

It is critical that the candidate demonstrate the ability to:

- Access and interpret available information to determine:
 - community demographics, social trends and indicators
 - community access to health resources
 - appropriate preventative strategies for community health and well being
 - relevant community support networks to address presenting sexual and reproductive health issues
- Assess the need for education in sexuality and sexual health
- Plan education program to address identified needs, using appropriate learning strategies and resources

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

These include the ability to:

- Facilitate client exploration of their values and beliefs around sexuality
- Respond to issues of disclosure and privacy according to organisation policies and procedures
- Evaluate program delivery and effectiveness and revise program accordingly
- Structure learning programs to demonstrate valuing of diversity and individual choice
- Provide sexuality education in a non-judgemental manner
- Demonstrate understanding of own attitudes and values and impact on services
- Create a positive learning environment and practice basic group work skills
- Develop, implement and evaluate sexuality education programs
- Work with a range of communities, groups and individuals

REQUIRED SKILLS AND KNOWLEDGE

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 unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Competency must be demonstrated in a real work environment
- Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over contexts applicable to the work environment
- Consistency in performance should consider the work environment, worker's role and responsibilities in the workplace

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights 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 issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on 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 Aboriginal and/or Torres Strait Islander clients and communities

EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines

Method of assessment:

- In cases where the learner does not have the opportunity to cover all aspects of the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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

Impact of own attitudes and values may be via:

- Body language
- Verbal
- Choice of contact
- Choice of activities
- Structure of group dynamics

Attitudes and values include in relation to:

- Sexual orientation
- Sexuality and ageing
- Sexuality and disability
- Sexual harassment

Education program includes those related to:

- HIV
- Hepatitis
- Sexually transmitted infections
- Safe sex practices
- Human reproduction
- Pregnancy
- Contraception
- Sexual health

Evaluation includes:

- Client survey instruments
- Seeking verbal feedback and affirmation from clients
- Follow up interviews with clients, their family and carers

Unit Sector(s)

Not Applicable