



Australian Government

Department of Education, Employment and Workplace Relations

CHCPROM502B Implement health promotion and community intervention

Release: 1

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Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to implement health promotion and community intervention

Application of the Unit

Application

This unit may apply in a range of community service contexts

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. Apply knowledge of *key issues* in preventative health care

PERFORMANCE CRITERIA

- 1.1 Apply social research methods to appropriately analyse population health trends, demographic, social and epidemiological information and data
- 1.2 Identify key issues in preventative health
- 1.3 Identify current responses to preventative health care
- 1.4 Access information on preventative health care and apply to developing solutions to community issues
- 1.5 Define target populations and determine consultation processes
- 1.6 Examine policy and funding contexts and issues

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|--|--|
| 2. Work within the educational framework of health promotion | 2.1 Develop an educational perspective based on a philosophical and historical understanding of preventative health care |
| | 2.2 Integrate preventative health care perspective into community development and capacity building |
| | 2.3 Apply relevant strategies to health promotion in the community |
| | 2.4 Plan partnerships with stakeholders |
| | 2.5 Identify a range of techniques to engage community in health promotion activities |
| | 2.6 Access <i>key resources</i> for health promotion activities |

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:

- A philosophical and historical understanding of preventative health care
- Social research and data relating to health issues
- Primary health care principles
- Funding and policy environment

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply and conduct social research
- Use and interpret data base information

REQUIRED SKILLS AND KNOWLEDGE

- Apply numerical skills to enable statistical interpretation

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:

- Apply oral communication skills required to fulfil job roles as specified by the organisation/service including:
 - asking questions
 - active listening
 - asking for clarification
 - negotiating solutions
 - acknowledging and responding to a range of views
- Apply written communication skills required to fulfil job roles as specified by organisation/service
- Apply problem solving skills required include an ability to use available resources, analyse information and make decisions
- Demonstrate application of skills including:
 - project planning
 - work with diversity
 - advocacy skills
 - work in groups

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

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Evidence must include observation of performance in

EVIDENCE GUIDE

competency: the work environment or in a simulated work setting

- 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

- 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
 - Resources required for assessment of this unit include access to:
 - an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment
 - equipment and resources normally used in the workplace

- Method of assessment:*
- Observations
 - Questioning
 - Evidence gathered from the workplace environment
 - Demonstration over a period of time to ensure consistency of performance

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.

Key resources are available from:

- WHO concept of Health
- Ottawa Charter 1986
- Jakarta Declaration 1997

Key issues and prevention strategies affecting people's health:

- Nutrition
- Substance use and misuse
- Environmental health
- Mental health
- Sexual and reproductive health
- Other determinants

Unit Sector(s)

Not Applicable