



Australian Government

HLTAHPR002 Promote awareness and early detection of cancer to men

Release: 1

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Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to provide clients with information about cancer, its prevalence in Aboriginal and/or Torres Strait Islander populations, and to encourage early detection. Information would be provided about cancers that are particular to males as well as other cancers that affect both males and females.

It requires the ability to discuss risk factors and ways to reduce the risk of cancer, and to inform clients about cancer screening programs. It covers the coordination of follow-up for any clients who advise of any cancer health concerns.

Information may be provided to individual clients in the course of general health service provision, or during dedicated group education sessions.

This unit is specific to Aboriginal and/or Torres Strait Islander people working as health workers or health practitioners. They work as part of a multidisciplinary primary health care team to provide primary health care services and health education activities to Aboriginal and/or Torres Strait Islander clients.

The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

No regulatory requirement for certification, occupational or business licensing is linked to this unit at the time of publication. For information about practitioner registration and accredited courses of study, contact the Aboriginal and Torres Strait Islander Health Practice Board of Australia (ATSIHPBA).

Pre-requisite Unit

Nil

Competency Field

Health Promotion

Unit Sector

Aboriginal and/or Torres Strait Islander Health

Elements and Performance Criteria

ELEMENTS

PERFORMANCE CRITERIA

Elements describe the essential outcomes

Performance criteria describe the performance needed to demonstrate achievement of the element.

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| <ol style="list-style-type: none"> 1. Provide information on men's and other cancers and their incidence. 2. Discuss cancer risk factors and healthy lifestyle choices. 3. Promote early detection of cancer. 4. Encourage clients to discuss cancer health concerns. 5. Evaluate effectiveness of health education activities. | <ol style="list-style-type: none"> 1.1. Communicate consistently in culturally appropriate and safe ways with clients, using plain language. 1.2. Provide information about the incidence of cancer in Aboriginal and/or Torres Strait Islander communities. 1.3. Explain to clients the nature of different types of cancer. 1.4. Use visual aids and provide culturally appropriate consumer-based education resources about cancer to support client understanding. 1.5. Encourage client questions and check understanding of information through appropriate questioning. 2.1. Explain risk factors for different types of cancer in the context of local community, cultural and family issues. 2.2. Provide information on ways to reduce the risk of cancer. 2.3. Provide information about nutrition and lifestyle choices, and impact of unhealthy choices, including alcohol and smoking. 2.4. Provide consumer-based education resources and information on nutrition, healthy eating and exercise. 3.1. Discuss common signs and symptoms of cancer and the importance of early detection. 3.2. Explain to clients the importance of regular check-ups and screening tests in the early detection of cancer. 3.3. Promote availability of cancer screening programs and advise how clients can access services. 3.4. Describe screening test procedures in ways that reduce client resistance and fear of participating. 4.1. Provide opportunities for clients to share information about their health. 4.2. Establish trust with client by demonstrating and respecting confidentiality. 4.3. Support clients to identify and discuss any health concerns that could indicate cancer. 4.4. Recognise situations requiring further investigation and take appropriate action, according to organisational procedures. 5.1. Seek and evaluate feedback from clients about value of information and education resources provided. 5.2. Evaluate effectiveness of information provided from own |
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perspective and identify areas for improvement.

- 5.3. Provide ongoing feedback to relevant people based on clients' views and own input.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

DESCRIPTION

SKILLS

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| Reading skills to: | <ul style="list-style-type: none"> interpret detailed and sometimes unfamiliar plain language consumer-based education resources. |
| Oral communication skills to: | <ul style="list-style-type: none"> provide information to clients using plain language and terms easily understood ask open and closed probe questions and actively listen to determine client understanding of information. |
| Numeracy skills to: | <ul style="list-style-type: none"> interpret statistics presented as percentages and in charts and graphs. |
| Learning skills to: | <ul style="list-style-type: none"> use information provided in credible evidence-based consumer resources to update and extend knowledge of cancer. |

Unit Mapping Information

This unit supersedes and is not equivalent to HLTAHW035 Provide information and support around cancer.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>