



Australian Government

HLTAHPR004 Promote awareness and early detection of diabetes

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 diabetes, its prevalence in Aboriginal and/or Torres Strait Islander populations, and to encourage early detection and prevention of certain types.

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

Performance criteria describe the performance needed to

*essential outcomes**demonstrate achievement of the element.*

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| <ol style="list-style-type: none"> 1. Provide information on diabetes and its incidence. 2. Discuss diabetes risk factors and healthy lifestyle choices. 3. Promote early detection of diabetes. 4. Encourage clients to discuss health concerns. 5. Evaluate effectiveness | <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 diabetes in Aboriginal and/or Torres Strait Islander communities. 1.3. Explain the differences between preventable and non-preventable diabetes and the nature of type 1 diabetes as an autoimmune condition. 1.4. Discuss impacts, potential complications and diabetes as a condition that can be managed. 1.5. Use visual aids and provide culturally appropriate consumer-based education resources about diabetes to support client understanding. 1.6. Encourage client questions and check understanding of information through appropriate questioning 2.1. Explain risk factors for type 1, 2 and gestational diabetes in the context of local community, cultural and family issues. 2.2. Provide information on ways to reduce the risk of type 2 and gestational diabetes. 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 early warning signs and other symptoms of diabetes, the potential for diabetes to remain undiagnosed and progress, 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 diabetes. 3.3. Promote availability of diabetes screening programs and advise how clients can access services. 3.4. Describe diabetes screening 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 diabetes. 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 |
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of health education activities.

information and education resources provided.

5.2. Evaluate effectiveness of information provided from own 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

Reading skills to:	interpret detailed and sometimes unfamiliar plain language consumer-based education resources.
Oral communication skills to:	- 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:	interpret statistics presented as percentages and in charts and graphs.
Learning skills to:	use information provided in credible evidence-based consumer resources to update and extend knowledge of diabetes.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet -

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