



Australian Government

HLTAHW034 Provide healthy lifestyle programs and advice

Release: 2

HLTAHW034 Provide healthy lifestyle programs and advice

Modification History

Release	Comments
Release 2	<p>Updated:</p> <ul style="list-style-type: none"> • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards <p>Equivalent outcome.</p>
Release 1	<p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the 2012 Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements.</p>

Application

This unit describes the required skills and knowledge to plan, promote, deliver and evaluate a healthy lifestyle program. It requires application of knowledge of nutrition, cultural awareness and an understanding of the dietary, physical and emotional factors that influence healthy lifestyle choices.

This unit applies to those Aboriginal and/or Torres Strait Islander Health Workers providing a range of primary health care services to Aboriginal and/or Torres Strait Islander clients and communities.

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

Elements and Performance Criteria

ELEMENT

Elements define the essential outcomes.

1. Prepare for and promote the training program

PERFORMANCE CRITERIA

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1.1 Identify characteristics of the participants and recognise their specific learning needs

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

- | | |
|--|--|
| <p>1.2 Plan a timetable for program delivery and confirm after consultation with all stakeholders</p> <p>1.3 Identify, arrange and/or order resources in consultation with stakeholders and/or the community</p> <p>1.4 Present information about the program in a clear and concise manner that is appropriate to the target group and distribute it in a variety of ways</p> <p>1.5 Select training delivery methods appropriate to the participants' needs as well as a suitable location and available resources</p> | |
| <p>2. Deliver training in a context appropriate to the community</p> | <p>2.1 Ensure training is delivered in a safe, accessible and culturally secure environment and is based on culturally appropriate practices</p> <p>2.2 Select appropriate strategies and techniques to check for understanding and facilitate the learning process</p> <p>2.3 Negotiate training objectives, planned activities and assessment procedures (if applicable) with participants to meet their specific and/or changing needs</p> <p>2.4 Encourage self-determination and community control to ensure improved healthy lifestyle outcomes</p> <p>2.5 Ensure confidentiality for all participants</p> |
| <p>3. Discuss behaviour in relation to diet and exercise</p> | <p>3.1 Address factors that influence weight gain and the concept of energy balance</p> <p>3.2 Explain basic eating patterns for healthy weight and the disadvantages of quick weight-loss diets</p> <p>3.3 Discuss the process and stages of, and factors influencing, behaviour change</p> <p>3.4 Identify barriers to behaviour change and explore realistic solutions</p> <p>3.5 Explain the benefits of physical activity and discuss common myths about physical activity</p> <p>3.6 Explain how to develop and set SMART (specific,</p> |

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

measurable, attainable, realistic and timely) goals

4. Discuss self-esteem and how it relates to health

4.1 Discuss self-esteem and the factors that influence it

4.2 Describe the effects of low self-esteem

4.3 Explore realistic ways of improving self-esteem

4.4 Review ways of making and maintaining healthy lifestyle changes and weight loss and associated benefits

4.5 Discuss ways of seeking ongoing support to help achieve goals

4.6 Plan activities to provide ongoing support and help to achieve goals

5. Develop participants' skills in interpreting food labels and shopping to a budget

5.1 Explain how to identify healthy amounts of fat, salt and sugar from food labels

5.2 Discuss how to identify dietary terms and other terms for fat and sugar

5.3 Discuss benefits of budgeting and ways of shopping to get value for money

5.4 Explain the "10 Plan Shopping Guide" for balancing diet and budget and provide opportunities for practice

5.5 Discuss ways of buying food so that the money goes further and compare prices per kilo

5.6 Investigate range of foods available in local store(s) during a shopping tour and read food labels to ascertain nutritional value of particular foods

5.7 Plan healthy meals for one day

6. Provide low-fat cooking exercises

6.1 Discuss ways to cut down on fat and demonstrate low-fat cooking methods

6.2 Explain the healthy eating pyramid and the principles of healthy eating

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

- 6.3 Sort foods according to the *Australian Guide to Healthy Eating* and describe the elements of a healthy eating plan
- 6.4 Prepare and cook food using low-fat methods
7. Raise awareness of diabetes
- 7.1 Explain risk factors for type 2 diabetes
- 7.2 Address factors involved in type 2 diabetes prevention
- 7.3 Describe the signs and symptoms of type 2 diabetes
- 7.4 Discuss factors that affect diabetes management and strategies for managing diabetes
- 7.5 Provide definitions of type 1 diabetes, type 2 diabetes and gestational diabetes mellitus
- 7.6 Describe long- and short-term complications associated with diabetes
8. Review and evaluate the training program
- 8.1 Obtain feedback about the program, resources used and outcomes achieved from participants and the community
- 8.2 Encourage participants to self-evaluate and set future personal goals
- 8.3 Negotiate changes needed in the program with all stakeholders
- 8.4 Document the program evaluation according to organisational requirements
- 8.5 Suggest improvements to the program delivery plan to supervisor, other individuals, agencies and communities
- 8.6 Implement changes to the program delivery plan in consultation with the community and stakeholders as required

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Numeracy

- in order to interpret nutritional information, including units in kJ, Cal, g, mg, mcg, percentages and decimals
- in order to calculate daily nutritional requirements and energy expenditure of clients and design meal options to meet needs (carbohydrate, fats, protein amounts per meal/ per day)

Other foundation skills essential to performance are explicit in the performance criteria of this unit.

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>