



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **HLTAHW422B Provide information and strategies to strengthen families**

**Release: 1**

## **HLTAHW422B Provide information and strategies to strengthen families**

### **Modification History**

Not Applicable

### **Unit Descriptor**

#### **Unit Descriptor**

This unit describes the competencies required to provide information and strategies related to strengthening families (including youth, adolescent and family health care) as part of primary health care services for Aboriginal and/or Torres Strait Islander communities

Specific advice provided may be limited by close supervision or established guidelines in line with community needs and health provider guidelines

### **Application of the Unit**

#### **Application**

This unit is intended to address skills and knowledge required by those working with Aboriginal or Torres Strait Islander communities to deliver primary health care services at Certificate IV level

### **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. Promote healthy families

### PERFORMANCE CRITERIA

1.1 Consider identified community and client needs in determining priorities and potential areas to be addressed in relation to *family health*

1.2 Provide accurate information about the incidence, impacts and social/psychological context of family health problems in Aboriginal and/or Torres Strait Islander communities

1.3 Provide family health information in plain language and use visual aids where appropriate

1.4 Provide practical advice relating to management and prevention of family health problems in line with community needs and organisation guidelines

**ELEMENT**

2. Provide support to clients with *family health* problems

**PERFORMANCE CRITERIA**

- 2.1 Identify appropriate intervention and support in relation to family health issues in Aboriginal and/or Torres Strait Islander communities in line with organisation guidelines and community requirements
- 2.2 Provide guidance about addressing *family health issues* in line with community needs and organisational guidelines
- 2.3 Use culturally appropriate educational resources for family health issues
- 2.4 Provide information about resources available in the community and state in relation to addressing family health issues
- 2.5 Make appropriate referrals for clients with family health problems in line with organisation guidelines
- 2.6 Maintain confidentiality to reflect community and organisation guidelines

## 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

This includes knowledge of:

- Impact of historical, cultural and socio-political factors on family health in Aboriginal and/or Torres Strait Islander communities
- Nature and dynamics of family/domestic violence in Aboriginal and/or Torres Strait Islander communities
- Nature and extent of adult and child sexual assault as an abuse of power and an act of violence.
  - impact of adult and child sexual assault on survivors of sexual assault, families and friends
  - current common societal and personal attitudes about adult sexual assault and their impact on adult sexual assault survivors, families, communities and workers
- Differentiate between sexual assault, physical abuse, emotional, abuse and neglect:
  - common behaviours
  - factors involved and links between them
  - relevant state/territory definitions, associated legislation, policies and means of protection
  - potential impact on individuals and families involved and the community
  - likely needs of individuals and families involved
- Strategies to support children and young people who have been/are at risk of physical, emotional physical and emotional abuse and neglect
- Principles of community development and ways in which community development strategies promote re-empowerment and empowerment
- Obstacles to community development work in family/domestic violence, sexual assault, physical and emotional abuse and neglect of children and young people and strategies to address these
- Impact of community development principles on work practice in family/domestic violence, sexual assault and child abuse

## REQUIRED SKILLS AND KNOWLEDGE

- Current family health care services available, including child protection
- Relevant legislative provisions and implications
- Occupational health and safety issues in family health work

### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Communicate effectively in a group and one-on-one environment to promote healthy practices and discuss health issues
- Provide accurate and relevant information and guidance about family issues and strategies to strengthen families in line with identified individual and community needs

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

This includes the ability to:

- Develop community capacity to support child and adult survivors of sexual assault and encourage offenders to take responsibility
- Identify and communicate appropriate community strategies to support children and young people at risk of physical, emotional physical and emotional abuse and neglect and encourage offenders to take responsibility
- Provide emotional and psychological support to families in need
- Provide advocacy where required to support family health care
- Maintain links with relevant services for family health care and employ liaison strategies between service providers, individuals, families and community groups
- Use effective communication in listening to and providing guidance for clients with family health needs
- Support and advise the family and community about family health issues
- Identify culturally appropriate services available for family support
- Reflect on and improve own level and application of skills and knowledge to achieve desirable outcomes and maintain own capabilities
- Use available support networks for Aboriginal and/or Torres Strait Islander family health workers, including using specific strategies to assist in preventing burnout
- Work with a team to deliver effective mental health promotion and education for Aboriginal and/or Torres Strait Islander communities and clients using appropriate facilitation, problem solving and instructional practices

## 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 of assessment:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace
- Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible

*Conditions of assessment:*

This unit includes skills and knowledge specific to Aboriginal and/or Torres Strait Islander culture

Assessment must therefore be undertaken by a workplace assessor who has expertise in the unit of competency or who has the current qualification being assessed and who is:

- Aboriginal or Torres Strait Islander him/herself

or:

- accompanied and advised by an Aboriginal or Torres Strait Islander person who is a recognised member of the community with experience in primary health care

*Context of assessment:*

Competence should be demonstrated working individually, under supervision or as part of a primary health care team working with Aboriginal and/or Torres Strait Islander clients

Assessment should replicate workplace conditions as far as possible

## EVIDENCE GUIDE

*Related units:*

This unit may be assessed independently or in conjunction with other units with associated workplace application

## 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.

*Cultural respect may include:*

This competency standard supports the recognition, protection and continued advancement of the inherent rights, cultures and traditions of Aboriginal and Torres Strait Islander peoples

It recognises that the improvement of the health status of Aboriginal and Torres Strait Islander people must include attention to physical, spiritual, cultural, emotional and social well-being, community capacity and governance

Its application must be culturally sensitive and supportive of traditional healing and health, knowledge and practices

*Community control may include:*

Community participation and control in decision-making is essential to all aspects of health work, and the role of the health worker is to support the community in this process



## RANGE STATEMENT

### *Supervision may include:*

Supervision must be conducted in accordance with prevailing state/territory and organisation legislative and regulatory requirements

References to supervision may include either direct or indirect supervision of work by more experienced workers, supervisors, managers or other health professionals

A person at this level should **only** be required to make decisions about clients within the organisation's standard treatment protocols and associated guidelines

### *Legislative requirements may include:*

Federal, state or territory legislation may impact on workers' practices and responsibilities. Implementation of the competency standards should reflect the legislative framework in which a health worker operates. It is recognised that this may sometimes reduce the application of the Range of Variables in practice. However, assessment in the workplace or through simulation should address all essential skills and knowledge across the Range of Variables

Aboriginal and/or Torres Strait Islander health workers may be required to operate in situations that do not constitute 'usual practice' due to lack of resources, remote locations and community needs. As a result, they may need to possess more competencies than described by 'usual practice circumstances'

Under all circumstances, the employer must enable the worker to function within the prevailing legislative framework

### *Family health issues may include:*

- Youth health issues
- Aged care and health issues
- Sexual assault
- Child abuse and/or neglect
- Family/domestic violence
- Dealing with dysfunctional behaviour

## **Unit Sector(s)**

Not Applicable