



Australian Government

Department of Education, Employment and Workplace Relations

HLTAHW429B Provide healthy lifestyle programs and advice

Release: 1

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Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit describes the competencies required 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

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. Prepare for and promote the training program

PERFORMANCE CRITERIA

- 1.1 Identify characteristics of the training participants and recognise their *specific learning needs*
- 1.2 Plan a timetable for program delivery and confirm after consultation with all *stakeholders*
- 1.3 Identify, arrange and/or order *resources* in consultation with stakeholders and/or the community
- 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*
- 1.5 Select *training delivery methods* appropriate to the participants' needs as well as a suitable location and available resources

ELEMENT**PERFORMANCE CRITERIA**

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|---|--|
| 2. Deliver training in a context appropriate to the community | 2.1 Ensure training is delivered in a safe, accessible and culturally secure environment and is based on <i>culturally appropriate practices</i> |
| | 2.2 Select appropriate <i>strategies and techniques</i> to facilitate the learning process |
| | 2.3 Negotiate training objectives, planned activities and assessment procedures (if applicable) with participants to meet their specific and/or changing needs |
| | 2.4 Encourage self-determination and community control to ensure improved healthy lifestyle outcomes |
| | 2.5 Ensure confidentiality for all participants |
| 3. Discuss behaviour in relation to diet and exercise | 3.1 Address <i>factors that influence weight gain</i> and the concept of energy balance |
| | 3.2 Explain basic eating patterns for healthy weight and the disadvantages of quick weight loss diets |
| | 3.3 Discuss the process of behaviour change and the stages and factors that influence it |
| | 3.4 Identify barriers to behaviour change and explore realistic solutions |
| | 3.5 Explain the benefits of physical activity and discuss common myths about physical activity |
| | 3.6 Explain how to develop and set SMART goals |
| 4. Discuss self-esteem and how it relates to health | 4.1 Discuss self-esteem is defined and the factors that influence it |
| | 4.2 Describe the <i>effects of low self-esteem</i> |
| | 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 |

ELEMENT**PERFORMANCE CRITERIA**

5. Develop skills in interpreting food labels and shopping to a budget
- 5.1 Identify healthy amounts of fat and sugar from food labels
 - 5.2 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 *Australian Guide to Healthy Eating* (including the *Indigenous Guide to Health Eating*)
 - 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 Fully explain *risk factors for diabetes*
 - 7.2 Address *factors involved in diabetes prevention*
 - 7.3 Describe the *signs and symptoms of 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

ELEMENT

8. Review and evaluate the training program

PERFORMANCE CRITERIA

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

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:

- Nutrition for good health
- Nutritional issues for specific Aboriginal and/or Torres Strait Islander communities and individuals
- Australian Guide to Health Eating and the nutrients associated with each food group
- Basic eating patterns for healthy weight and factors associated with quick weight loss diets
- Benefits and common myths relating to physical activity
- Processes of behaviour change, including:
 - stages of behaviour change
 - factors that influence of behaviour change
 - barriers to behaviour change
- Nutritional needs of people at different stages in the lifecycle
- Risk factors associated with common nutrition-related diseases

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Plan, prepare for, deliver and evaluate a healthy lifestyle training program customised to address participant 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:

REQUIRED SKILLS AND KNOWLEDGE

- Plan, prepare for, deliver and evaluate a training program customised to address participant and community needs
- Apply the Australian Dietary Guidelines
- Work with individuals, families and communities to identify, establish and maintain lifestyle changes to achieve improved health
- Analyse food labels to identify nutritional value and cost efficiencies for shopping
- Plan, prepare and cook food to achieve healthy eating

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

EVIDENCE GUIDE

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

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

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

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

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

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

Specific learning needs of participants may relate to:

- Literacy and numeracy needs
- Cultural, language and educational background
- Gender
- Level of confidence, nervousness or anxiety
- Experience in training

RANGE STATEMENT*Stakeholders may include:*

- Participants
- Trainers/facilitators
- Community groups/leaders
- Government and non-government agencies/representatives
- Health professionals

Resources may include:

- Physical (e.g. venue, location, facilities, local shops/stores)
- Financial
- Human (e.g. guest speakers)
- Materials and equipment (e.g. notes, videos, shopping docket, ingredients, utensils)

Ways of distributing information may include:

- Flyers
- Local radio and television
- Letterbox drop
- Word of mouth
- Community meeting
- House calls
- Newspapers

Training delivery methods include:

- Presentations
- Demonstrations
- Mentoring
- Group work
- Experiential learning

Culturally appropriate practices include:

- Interpersonal approach
- Thinking/learning styles
- Priority setting
- Experience and working styles
- Food customs
- Making allowances for cultural obligations
- Respecting kinship and protocols

RANGE STATEMENT

Strategies and techniques may include:

- Group discussions
- Goal setting
- Practical exercises (e.g. shopping, cooking)

Factors that influence weight gain include:

- Energy input versus energy output ie. Amount of physical activity compared to amount of food and drink consumed.
- High energy foods and drink including high fat foods, soft drinks and alcohol
- Body shape, including the increased health risks of upper body fat
- Basal metabolic rate
- Quick weight loss diets

Effects of low self-esteem include:

- Under performing
- Avoiding challenges
- Negative thoughts
- Behaviour change
- Emotional changes
- Low energy
- Tension
- Tiredness

Realistic ways of improving self-esteem include:

- Positive self-talk
- Compliments
- Mixing with people who treat us well
- Pleasure without guilt
- Changing attitudes and thoughts

RANGE STATEMENT

- Dietary terms include:*
- Light/lite
 - Toasted/oven baked
 - No cholesterol/cholesterol free/low cholesterol
 - Diet/low joule
 - Fat-free/reduced fat
 - Sugars, in its various forms/names
 - Fats, in its different forms/names - including saturated versus unsaturated
- Risk factors of diabetes include:*
- Overweight
 - Genetics/family
 - Age
 - Diabetes of mother
- Factors involved in diabetes prevention include:*
- Healthy eating patterns
 - Regular physical activity
- Signs and symptoms of diabetes include:*
- Feeling sleepy and run down
 - More thirst than normal
 - Going to the toilet more often
 - Cuts and sores that won't heal
 - Blurred vision
- Complications of diabetes may involve:*
- Kidneys
 - Eyes
 - Heart
 - Feet
 - Circulation
 - Teeth
 - Sexual health
 - Amputations
- Feedback may be obtained by:*
- Self-evaluation
 - Interviews
 - Questionnaires

Unit Sector(s)

Not Applicable