



**Australian Government**

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

# **HLTAP501B Analyse health information**

**Release: 1**

## **HLTAP501B Analyse health information**

### **Modification History**

Not Applicable

### **Unit Descriptor**

#### **Descriptor**

This unit of competency describes the application of in-depth level of knowledge of anatomy and physiology required to analyse available health information in relation to specific services to be provided

### **Application of the Unit**

#### **Application**

The application of knowledge and skills described in this competency unit relate to functioning independently to plan and provide services

Some disciplines will require a state/territory regulatory determination regarding delegation and supervision

This unit ensures individuals can apply in-depth knowledge of human anatomy and physiology in the delivery of specific services

### **Licensing/Regulatory Information**

Not Applicable

## Pre-Requisites

### Pre-requisite unit

This unit must be assessed after successful achievement of pre-requisite:

- HLTAP401B Confirm physical health status

## 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

### PERFORMANCE CRITERIA

#### 1. Analyse health information

1.1 Analyse client health information in relation to planning services and in line with organisation requirements

1.2 Recognise normal readings on the findings of available tests, observations and physical assessments that assist in determining health status

1.3 Use detailed knowledge to identify common pathophysiological (or changing pathologies) through observation and analysis of associated available information

1.4 Identify the likely impact of specific interventions

**ELEMENT****PERFORMANCE CRITERIA****2. Plan action(s) to address identified health status**

2.1 Apply detailed *understanding of anatomy, physiology and pathophysiology* of disease to take a problem solving approach to plan services to reflect identified health status and address needs.

2.2 Consider and note implications of any contra-indications in relation to health assessment findings.

2.3 Document action plan in accordance with organisation policies and procedures.

**3. Implement services**

3.1 Make informed decisions to implement the action plan based on in-depth knowledge of anatomy and physiology in relation to specific services provided.

3.2 Provide services in accordance with the action plan, organisation policies and procedures and occupational health and safety requirements.

3.3 Maintain current, complete, accurate and relevant records for each client contact.

3.4 Monitor impact of services in line with job role and organisation policies and procedures.

## 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:

- In-depth understanding of the structure, physiology and normal functioning of all body systems
- Understanding of the structure and function of cells, including:
  - cell/tissue requirements for survival
  - basic understanding of cellular respiration
- Transport systems:
  - active (primary) and passive (diffusion - simple, facilitated)
  - osmosis
  - forces (hydrostatic and osmotic)
- Recognition of the signs and symptoms of common clinical conditions and the (provisional) diagnosis of same
- Understanding of pharmacological processes and drug actions, indications and contraindications (appropriate to this level)
- understanding of the impact of:
  - trauma (penetrating, blunt)
  - common environmental emergencies (diving, altitude, temperature etc)
  - overdose and poisoning
  - surgical insult
- Basic chemistry (molecules and compounds; chemical reaction, energy; acids and bases) and as related to metabolism, respiration, pH.
- Pathophysiology of diseases associated with each body system and the impact of disease on each body system and their related structures., especially in relation to potential impact of specific health procedures provided.
- Effects of biological maturation and aging processes on body systems and their components and in relation to specific health procedures provided.
- Defence system and immunity processes in relation to the whole body and the individual

## REQUIRED SKILLS AND KNOWLEDGE

body systems and in relation to specific health procedures provided.

### *Essential skills:*

It is critical that the candidate demonstrate the ability 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:

- Describe in detail and articulate using appropriate and accurate terminology, the major components of each body system, their location, inter-relationships and associated pathophysiology, especially in relation to specific health care services
- Explain processes and structures of human anatomy and physiology in relation to potential health issues associated with provision of specific health care services
- Explain the structure and functioning of the body systems, relationships between these systems and the potential impact of specific health care services to be provided
- Identify variations from normal functioning and potential interactions between body systems and other internal and external factors
- Plan and deliver health care services appropriate to client's health status in line with principles and concepts underpinning specific approaches, philosophies and regimes of health care
- Refer to an appropriate practitioner for advice, guidance or confirmation in relation to health issues outside normal practice or own experience

## 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 for assessment and evidence required to demonstrate this competency unit:*

- Candidates must demonstrate their ability to apply Essential Knowledge identified for this competency unit before undertaking independent workplace application
- This competency unit should be assessed in conjunction with relevant competency unit(s) in delivery of specific services (e.g. complementary

## EVIDENCE GUIDE

therapies, nursing or dental care)

- Evidence must demonstrate the individual's ability to apply their knowledge within the requirements of an identified aspect of delivering health care or health care support services to a specific age group
- Consistency of performance should be demonstrated over the required range of workplace situations relevant to an identified work role

- Access and equity considerations:*
- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
  - All workers should develop their ability to work in a culturally diverse environment
  - In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
  - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

- Context of and specific resources for assessment:*
- Assessment should replicate workplace conditions as far as possible
  - Where, for reasons of safety, assessment takes place away from the workplace, simulations should be used to represent workplace conditions as closely as possible
  - Resources for assessment may include access to materials and space as required to demonstrate competence, such as:
    - relevant organisation policies and procedures
    - anatomical models, charts and/or diagrams as required to support explanations
    - relevant equipment
    - workplace and simulated work environment

## EVIDENCE GUIDE

*Method of assessment may include:*

- Observation in the work place with questioning to address appropriate application of knowledge
- Written assignments/projects
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice
- Questioning - verbal and written
- Role-play / simulation

*Related units:*

- This unit should be assessed in conjunction with competency unit(s) related to planning/delivery of specific health care services (e.g. complementary therapies, nursing or dental care)

## 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.



**RANGE STATEMENT**

*Understanding of anatomy, physiology and pathophysiology includes knowledge of the major body systems::*

- Cardiovascular system
- Respiratory system
- Musculo-skeletal system
- Endocrine system
- Nervous system
- Digestive system
- Urinary system
- Reproductive system
- Integumentary system
- Lymphatic system
- The special senses - smell, taste, vision, equilibrium and hearing
- Immune system

## RANGE STATEMENT

*Common problems to be identified may include, but are not limited to:*

- Common respiratory problems, such as:
  - asthma
  - upper respiratory tract infection
- Genitourinary conditions, such as:
  - incontinence
  - dysuria
  - prostatic cancer
- Gastro-intestinal and abdominal conditions, such as:
  - gallstones
  - gastroenteritis
  - diverticulitis
  - appendicitis
- Ear health conditions, such as:
  - otitis media
  - impairment
- Skin condition, infections and wounds, such as:
  - impetigo
  - dermatitis
  - pressure sores
- Dental problems, such as:
  - gingivitis
  - halitosis
  - abscesses
- Eye problems, such as:
  - myopia
  - impairment
  - cataracts
- Cardio vascular problems , such as
  - congestive cardiac failure
  - thrombosis
- Nervous problems, such as:
  - cerebrovascular accident
  - dementia

## RANGE STATEMENT

*Factors with potential to impact health may include but are not limited to:*

- External factors, such as:
  - diet and nutritional factors
  - use of alcohol, tobacco and other substances
  - environmental factors impacting health
  - level and type of physical activity
  - surgical insult and anaesthesia
- Internal factors, such as:
  - inter-relationship between body systems
  - emotional responses
  - patterns of thinking
  - disease process
  - pathogens

*A health history may include:*

- History of any presenting problem (character, severity and duration of symptoms)
- Client concerns and beliefs regarding their problems
- Past health history, including use of alcohol, tobacco and other substances
- Previous surgery
- Medications being taken
- Allergies
- Family circumstances, including identifying environmental health factors that may contribute to client's health issues
- Basic dietary information, including diet history to determine nutrition and fluid intake

*Factors responsible for abnormal readings may include:*

- Differences in temperature measurements due to a range of internal and external body factors
- Effect of exertion and anxiety on pulse rate and blood pressure
- Faulty equipment or improper use of equipment
- Failure to correctly calibrate equipment
- Impact of environmental factors on equipment
- Surgical insult and anaesthesia

**RANGE STATEMENT**

*Information provided to client may include:*

- Information about potential impact of a range of internal and external factors on health
- Information on likely causes and management of uncomplicated health conditions.
- Information on strategies to maintain good health and manage chronic health problems
- Information on specific health issues and available health care services/treatments

**Unit Sector(s)**

Not Applicable