



Australian Government

Department of Education, Employment and Workplace Relations

HLTCOM301C Provide specific information to clients

Release: 1

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Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit covers the skills required to identify client information needs and provide appropriate information

Application of the Unit

Application

This unit applies to work in a range of health settings where direct client contact is involved

Application of this unit should be contextualised to reflect any specific workplace requirements, issues and practices

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

PERFORMANCE CRITERIA

- | | |
|---|---|
| 1. Establish relationship with the client | 1.1 Greet clients courteously and professionally
1.2 Identify <i>special needs</i> of clients
1.3 Use <i>effective communication</i> with clients
1.4 Take into consideration <i>cultural and personal factors</i> when interacting with clients |
| 2. Identify client information needs | 2.1 Encourage clients to voice queries
2.2 Ask client about information needs
2.3 Assist clients to identify their information needs if necessary
2.4 Confirm client information needs |

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|---|--|
| 3. Provide specific information | 3.1 Present <i>relevant information</i> clearly and comprehensively and in sufficient detail to meet the needs of the enquirer |
| | 3.2 Select appropriate <i>modes of communication</i> to suit the enquiry and the purpose and context of the enquiry |
| | 3.3 Exercise discretion and confidentiality appropriately, outlining and explaining to clients boundaries of confidentiality as required |
| | 3.4 Make appointments for clients |
| 4. Provide prepared information to promote access to services | 4.1 Identify the range of services available |
| | 4.2 Provide prepared information or details of a range of services to clients when required |
| | 4.3 Where appropriate, seek specialist information, advice and assistance from supervisor on behalf of client |
| | 4.4 <i>Manage communication difficulties appropriately</i> |
| | 4.5 Refer problems relating to providing information about services to supervisor |

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:

- Effective communication strategies
- Organisation policies, procedures and guidelines
- Principles and practices of services provided
- Relevant information sources

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:

- Abide by organisation procedures and practices
- Appropriately prepare and present information for a range of enquiries
- Communicate effectively including:
 - active listening
 - clarify and ascertain correct meanings from communication
 - clear, concise and correct written and verbal communication
 - communicate on a one-to-one basis
 - correct presentation of correspondence
 - documentation and record keeping
 - establish rapport
 - passing on verbal and written messages
 - use correct grammar, spelling and punctuation
- Elicit information

REQUIRED SKILLS AND KNOWLEDGE

- Handle difficult situations
- Make appointments to meet a range of client needs in accordance with established business practice
- Respond appropriately to a range of clients in a range of situations
- Respond appropriately to special needs
- Seek assistance if necessary

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:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of work conditions
- Assessment may be mostly practical and examples covering a range of situations relevant to health services provided in the workplace
- Evidence of workplace performance over time must be obtained to inform a judgement of competence
- Assessment of sole practitioners must include a range of clinical situations and different client groups covering at minimum, age, culture and gender
- Assessment of sole practitioners must consider their unique workplace context, including:
 - interaction with others in the broader professional community as part of the sole practitioner's workplace
 - scope of practice as detailed in the qualification and component competency units
 - holistic/integrated assessment including:
 - working within the practice framework
 - performing a health assessment

EVIDENCE GUIDE

- assessing the client
- planning treatment
- providing treatment

- 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

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

Special needs may include:

- Disability
- Communication difficulties
- Language difficulties
- Presence of children/spouse
- Need for uninterrupted privacy
- Need for communication aids

Effective communication includes:

- Active listening
- Appropriate language
- Appropriate communication aids
- Appropriate modes of communication
- Appropriate demeanour and body language
- Appropriate tone and presentation
- Observation
- Questioning, clarifying, advising
- Providing appropriate and accurate information
- Honesty and integrity

Cultural and personal factors may include:

- Religious background
- Racial background
- Gender
- Age
- Dis/ability
- Family or social factors

Relevant information may include:

- Confirmation of appointment date and time
- Number, length and costs of visits
- Location directions
- Costs and payment options
- Referrals
- Procedure and practices
- Health fund rebates
- Workcover eligibility
- Information about general health and self care
- Background information about the practice
- Information about the expertise of the practitioner

RANGE STATEMENT

Modes of communication may include:

- Verbal/Non-verbal
- Written
- Formal/informal
- Direct/indirect
- Personal/using technology
- Correspondence

Managed appropriately may include:

- Managing emotions
- Defusing anger
- Clarifying the issues
- Attending to client needs as appropriate
- Maintaining composure and professional attitude
- Providing support
- Seeking assistance

Unit Sector(s)

Not Applicable