



Australian Government

Department of Education, Employment and Workplace Relations

HLTPOP407C Develop population health competencies in other people

Release: 1

HLTPOP407C Develop population health competencies in other people

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit addresses the need to develop population health competencies in workers in fields directly or indirectly allied to population health

Application of the Unit

Application

This may apply to individuals in community or welfare work who may be required to engage in population health program planning, delivery or evaluation in their own settings or those who are involved in an entirely different line of work in the community (Council, teaching in a school setting or librarians) but may play a critical role in promoting health

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

- | | |
|---|---|
| <p>1. Identify <i>individuals</i> in various work settings within the community who can help in addressing population health issues</p> | <p>1.1 Identify population health issues affecting the given community in consultation with key stakeholders</p> <p>1.2 Identify, in consultation with key <i>stakeholders</i>, different organisations that can help address these population health issues</p> <p>1.3 Identify, in consultation with key stakeholders, individuals within these organisations who can assist in addressing these population health issues</p> |
| <p>2. Invite participation in developing population health competencies</p> | <p>2.1 Contact key individuals from the different organisations and develop a good working relationship with them</p> <p>2.2 Illustrate to them the importance of the roles of these individuals in addressing health issues in the community</p> <p>2.3 Reach <i>agreement for a joint effort</i> to address these issues</p> |

ELEMENT**PERFORMANCE CRITERIA**

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|--|--|
| 3. Identify specific health competencies that need to be developed | 3.1 Identify, in consultation with key stakeholders, competencies that need to be developed in relation to specific health issues |
| | 3.2 Determine means to assess the identified competencies in consultation with key stakeholders and individual/s involved |
| | 3.3 Assess skill/competency level of the individual/s |
| 4. Determine the most appropriate method to develop identified <i>population health competencies</i> and implement | 4.1 Determine the most practical and appropriate method of developing competencies, taking into consideration work demands and other matters of consequence, in consultation with the stakeholders and individual/s involved |
| | 4.2 Plan and implement chosen method of developing the competencies in consultation with stakeholders and individual/s involved |
| | 4.3 Monitor and review chosen method of developing the competencies |

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:

- Adult learning theories
- Capacity building theory and framework and various capacity building strategies
- Equity issues in population health
- Evidence-based practice

REQUIRED SKILLS AND KNOWLEDGE

- National, State and local health policies, goals, targets and priorities
- Overview of the stages in population health project planning
- Quality assurance
- Relevant international charters/declarations and documents (eg. Alma Ata, Ottawa Charter, Jakarta Declaration, The Solid Facts by WHO)
- Social change and advocacy processes
- Theory and practice of population health including health promotion, health protection and prevention of communicable and non communicable diseases

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:

- Apply training planning, delivery and evaluation methods and strategies
- Use a high level of oral and written presentation skills in a training context

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
- Successful performance of all elements of the unit should be demonstrated
- Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence

EVIDENCE GUIDE

- 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 occur on the job or in a simulated workplace
 - Access to:
 - training program
 - training session plans
 - requisite training locations, materials and target groups for training
- Method of assessment:*
- Observation of performance
 - Written tasks
 - Interviewing and questioning
 - Formal appraisal systems
 - Staff client feedback
 - Portfolio/CV
 - Supporting statement of supervisors
 - Evidence of relevant work experience/formal or informal learning
 - Case studies and scenarios as a basis for the discussion of issues in population health project planning
 - Project, exercise or investigation with relaxed time restraints requiring a significant part of the work to be carried out without close supervision and requiring the completion of a project report

EVIDENCE GUIDE

Related units

- This unit should ideally be assessed in conjunction with related training units if appropriate to the worker and may need to be assessed in conjunction with other units of competency addressing capacity building strategies

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.

Practical and appropriate methods of developing competencies might include:

- Identifying training needs/competencies that need to be developed
- Training delivery methods and opportunities for practice
- Materials that may be used
- Monitoring and reviewing the effectiveness of training
- Characteristics of participants that may impact on training

RANGE STATEMENT

Individuals in the community who can assist in health promotion may include:

- Health and community workers
- Teachers
- Medical Receptionists
- General Practitioners
- Lab Technicians
- Librarians
- Community health nurse
- Members of community organisations
- Community educators
- Local government industry managers
- Council workers

Stakeholders may include:

- Representatives of relevant health agencies operating in the local community
- Community advocates or change agents
- Representatives/leaders of the target population
- Population health professionals/Supervisors
- Federal, state or local health service and population health planners
- Federal, state or local health service providers
- Other health and/or non-government organisations

Agreement to work jointly on population health issues may be

- Verbal
- Written
- Formal Partnerships

Population health competencies that need to be developed may include:

- Providing or disseminating information on health issues
- Preventing the spread of infectious diseases in the community
- Reporting notifiable diseases to appropriate authorities
- Identifying and reporting environmental health threats

Unit Sector(s)

Not Applicable