



Australian Government

HLTAHW039 Monitor early childhood growth and development

Release: 2

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Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This unit was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the 2012 Standards for Training Packages.

Application

This unit describes the skills and knowledge required to identify appropriate growth and development milestones with children aged birth to 5 years.

This unit applies to Aboriginal and Torres Strait Islander health workers who are working with families and children within a primary health care context.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Initiate and undertake growth and development monitoring

- 1.1 Establish trust and rapport with children and their families/carers through effective communication strategies
- 1.2 Maintain confidentiality of client information
- 1.3 Use culturally appropriate and safe methods during interactions

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

	1.4 Provide information to children and their families/carers regarding growth and development procedures 1.5 Use appropriate screening tools and equipment as per child health protocols and procedures 1.6 Conduct screening in accordance with organisational policies and procedures and workplace health and safety requirements, in line with job role 1.7 Use age-appropriate strategies when performing growth and developmental screening 1.8 Accurately document growth and development screening data
2. Interpret results of growth and development screening and undertake actions	2.1 Review screening findings against tools and in accordance with organisational protocols 2.2 Recognise deviations from normal parameters regarding child growth and development 2.3 Recognise the cumulative effects of multiple risk factors and the developmental implications 2.4 Provide information to child, parent/caregiver regarding the results and the negotiated care plan required 2.5 Discuss and develop a plan in consultation with appropriate health care professionals, organisations and/or agencies 2.6 Implement appropriate actions and care according to organisational protocols, in line with work role and legislative frameworks
3. Promote optimal growth development and wellbeing in childhood	3.1 Provide information to parents and carers regarding influences that shape growth, development and wellbeing in childhood 3.2 Identify environmental conditions and experiences known to have adverse effects on prenatal and early childhood development 3.3 Identify features and qualities of communities that

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help or hinder families in their capacity to raise young children adequately

3.4 Identify local resources to assist in promoting growth, development and wellbeing in childhood

3.5 Promote strategies to support individuals and the community to foster optimal health and wellbeing in childhood

3.6 Provide referrals to appropriate support programs

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

Assessment Requirements for HLTAHW039 Monitor early childhood growth and development

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Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- monitored the growth and development of at least three children aged birth to 5-years-old by:
 - using effective communication strategies which demonstrate cultural appropriateness and safety to engage with the families and/or carers of each child
 - explaining the purpose and promoting the benefits of screening to clients and parents/carers
 - taking a detailed history, eliciting relevant information from the child, carer or family and documentation
 - using screening tools and equipment in accordance with organisational protocols
 - making referrals for assessment based on parental concerns and any observed variations
 - initiating appropriate actions in response to growth and development screening results, in line with organisational procedures and protocols, for presenting health conditions
 - explaining concepts related to growth and development including:
 - nutrition – including breastfeeding
 - physical activity

- environment
- informing parents/caregivers about age-appropriate milestones of growth and development including;
 - fine and gross motor skills
 - emotional, social and behavioural development
 - language and communication
- documenting outcomes of all assessment, treatment decisions and monitoring according to organisation procedures and policies and in regard to confidentiality of the clients and families.

Knowledge Evidence

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:

- core principles of child development and broader knowledge of current research around child development
- the impact of contextual factors that influence and challenge a child's physical, emotional and psychological development
- broad understanding of the domains of child development
- developmental milestones within specific age groups
- indicators of abnormal or 'red flags' within the age-specific developmental domains
- differences among children in stage of development, needs, interests and strengths when providing services to children
- application of standard universal precautions
- past and present growth and development trends within Aboriginal and Torres Strait Islander population
- maternal history and issues related to pregnancy and childbirth
- differences in growth patterns for breastfed and formula-fed children, preterm infants and infants with a disability
- assessment and management of failure to thrive and growth faltering
- child health promotion strategies including:
 - immunisations
 - disease prevention and hygiene
 - mental health promotion
 - protective behaviors
 - early learning promotion
 - exercise and physical wellbeing
- organisation policies and procedures relating to child health and wellbeing assessment, planning and implementing health care.
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Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- as part of, and under the supervision of, a multidisciplinary primary health care team
- with Aboriginal and/or Torres Strait Islander clients and communities.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment. This may include tools and equipment associated with child growth and development screening and monitoring.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:

an Aboriginal and/or Torres Strait Islander Health Worker or:

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

Links

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<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>