



**Australian Government**

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

# **HLTAHW510B Function effectively as an Aboriginal and/or Torres Strait Islander worker in a mainstream health institution**

Release: 1

## **HLTAHW510B Function effectively as an Aboriginal and/or Torres Strait Islander worker in a mainstream health institution**

### **Modification History**

Not Applicable

### **Unit Descriptor**

#### **Unit Descriptor**

This unit describes the skills and knowledge required for an Aboriginal or Torres Strait Islander worker to perform effectively in a mainstream health institution, such as a hospital, mental health facility or general practice

### **Application of the Unit**

#### **Application**

Application of the skills and knowledge described in this unit is intended to protect the worker and enhance institutional cultural safety

### **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. Clarify the institutional structure and culture

- 1.1 Clarify organisation management structures, professional hierarchies and inter-professional dynamics and associated expectations
- 1.2 Identify factors that may impact the provision of *culturally safe care* within the institution in relation to their potential to enhance and/or impede care
- 1.3 Evaluate organisation approach and values in relation to cultural safety of Aboriginal and/or Torres Strait Islander clients and staff

2. Apply strategies to enhance personal resilience in a cultural minority

- 2.1 Anticipate *impact of immersion in a foreign cultural environment* ('culture shock')
- 2.2 Identify mentors who can model *constructive, self-protective behaviours*
- 2.3 Use colleagues with the capacity to provide personal support for reflection, debriefing, solidarity and advocacy as appropriate
- 2.4 Access community and family support where appropriate

## ELEMENT

## PERFORMANCE CRITERIA

- |                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3. Assert own professional role and scope of practice           | 3.1 Clarify overlapping and complementary roles of professionals in the health care team in specific mainstream health institution practice<br>3.2 Identify level of awareness of the worker's role, knowledge and skills among other health professionals<br>3.3 Explain own professional role and relevant demonstrated skills and knowledge to others as needed to establish professional credibility in holistic health care environment<br>3.4 Clarify potential for own role to enhance client care in mainstream health institution<br>3.5 Professionally assert scope of practice appropriate to own role and skills with colleagues and managers |
| 4. Advocate for clients effectively from within the institution | 4.1 Clarify client needs for health care and support as appropriate to worker's role<br>4.2 Recognise <i>potential impacts of providing client advocacy from inside the institution</i><br>4.3 Employ strategies to effectively manage conflict or resentment arising from client advocacy activities                                                                                                                                                                                                                                                                                                                                                     |
| 5. Support clients to make informed choices on health care plan | 5.1 Use accurate information about the client's condition and health care plan as a basis for informing clients about available options<br>5.2 Empower clients to make informed choices on health care by <i>explaining potential consequences of available options</i><br>5.3 Support clients through the continuum of care in line with own work role                                                                                                                                                                                                                                                                                                   |

## **ELEMENT**

## **PERFORMANCE CRITERIA**

- |                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|---------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 6. Contribute to training of non-Indigenous staff in cultural safety      | 6.1 Support the development and implementation of cultural safety training and orientation in the institution in line with own work role<br>6.2 Build own tolerance and mutual respect of colleagues by seeking to understand reasons for any insensitivity or culturally unsafe practices<br>6.3 Reinforce colleagues' application of cultural safety practices in the workplace by public and/or personal recognition<br>6.4 Provide leadership in the design and delivery of training in culturally safe principles and practice                                      |
| 7. Promote organisational change to enhance institutional cultural safety | 7.1 Offer contribution to develop and/or refine institutional policies on cultural safety<br>7.2 Identify change agents (managers, senior professionals, influential individuals) who may facilitate and/or champion needed organisational change<br>7.3 Identify potential blockages to needed organisational change<br>7.4 Mobilise available support from within the organisation to enhance institutional cultural safety<br>7.5 Assist the institution to partner with the Aboriginal and/or Torres Strait Islander community in providing culturally safe practice |

## 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:

- Cultural safety principles, practices and issues
- Scope of own professional role and roles of associated health professionals
- Components of culturally safe health care
- Effective strategies to handle conflict and difficult situations in the workplace
- Techniques for informing and empowering clients to make choices relating to health care
- Assertive communication techniques

#### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Work effectively within the structure and culture of a mainstream health institution
- Apply appropriate strategies for protection of self and others in a culturally unsafe work environment
- Contribute to enhancing cultural safety within a mainstream organisation
- Access information about and analyse organisation management structures, professional hierarchies and inter-professional dynamics

## 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

## EVIDENCE GUIDE

### 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

*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

### *Factors which may impact provision of culturally safe care may include:*

- Racism
- Discriminatory behaviour
- Tokenism
- Institutional isolation
- Exclusion from team meetings, planning processes,
- Access to care
- Language and communication barriers
- Lack of cultural respect/recognition
- Devaluing worker's skills/knowledge/culture

## RANGE STATEMENT

*Organisational approach and values may include:*

- Implicit as well as explicitly stated organisational values
- Awareness of, openness to and active seeking to understand cultural difference (or lack of these)
- Practices that reflect insensitivity to cultural difference
- Provision of cultural safety programs

*The impact of immersion in a foreign cultural environment may include:*

- Isolation
- Downturn in performance
- Drop in self esteem
- Absenteeism
- Burnout
- Disillusionment
- Physical violence
- Lack of understanding of dominant culture
- Opportunity to broaden cultural knowledge and contribute to change

*Constructive, self-protective behaviours may include:*

- Debriefing
- Assertive communication
- Building support network
- Access family and community support
- Access organisational support, such as external counselling support

## RANGE STATEMENT

*The potential impacts of providing client advocacy from inside an institution may include:*

- Conflict between the worker and staff/management of the health institution
- Resentful treatment of the worker
- Personal and/or organisational retribution against the worker
- Negative treatment of client
- Unrealistic expectations of the worker's role and ability to cope
- Isolation
- Changes to processes/practices to prevent future event
- Effective outcome for client

*Explaining potential consequences of available options may include:*

- Checking client's understanding of available options
- Reviewing available options and their potential consequences in relation to cultural issues

## Unit Sector(s)

Not Applicable