



Australian Government

Department of Education, Employment and Workplace Relations

HLTEN413B Promote positive health outcomes

Release: 1

HLTEN413B Promote positive health outcomes

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit of competency describes the skills and knowledge required to promote a positive healthy lifestyle by developing health promotional strategies to educate clients in the promotion of a healthy lifestyle

Application of the Unit

Application

The knowledge and skills described in this competency unit are to be applied within jurisdictional nursing and midwifery regulatory authority legislative requirements

Enrolled/Division 2 nursing work is to be carried out in consultation/collaboration with registered nurses and under direct or indirect supervisory arrangements in line with jurisdictional regulatory requirements

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.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Promote a healthy lifestyle

- 1.1 Provide information to clients on the benefits of a healthy lifestyle
- 1.2 Empower clients to access information and advice from appropriate services before making lifestyle changes
- 1.3 Assists clients to understand the health care environment and the processes for admission, care and discharge
- 1.4 Encourage and support clients to exercise their rights and personal preferences without compromising their safety and the safety of others
- 1.5 Identify and describe current disease prevention activities relevant to identified clients

ELEMENT**PERFORMANCE CRITERIA****2. Promote *positive lifestyle choices***

- 2.1 Discuss factors influencing lifestyle choices with the client and/or their family or significant other
- 2.2 Discuss the consequences of lifestyle choices with the client and/or their family or significant other
- 2.3 Convey non-judgemental attitudes when discussing lifestyle choices and options
- 2.4 Consider age and gender when promoting lifestyle choices
- 2.5 Provide clients with clear information relevant to promoting and maintaining their health

3. Encourage clients to maintain healthy lifestyles

- 3.1 Assist clients, and/or their family or significant other with strategies to monitor changes to lifestyle
- 3.2 Record and report changes in client's physical, psychological and social needs
- 3.3 Reflect age and gender considerations in health teaching
- 3.4 Identify and explain any relevant health care services, resources or products for client use eg. equipment to assist activities of daily living

ELEMENT**PERFORMANCE CRITERIA**

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| 4. Apply the principles of health promotion and education | 4.1 Apply principles and strategies of health promotion to address specific client needs |
| | 4.2 Provide advice within level of role and responsibility in addition to legislative and professional requirements |
| | 4.3 Consult with the client their health promotion and education needs and document in care plan and report to appropriate health professional |
| | 4.4 Develop health promotion activities and documents that reflect age, gender and health and/or illness factors |
| | 4.5 Participate in the implementation of health promotion and health education activities |
| | 4.6 Evaluate effectiveness of health promotion and health education activities |
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| 5. Contribute to <i>health teaching</i> | 5.1 Discuss the need for client or group health teaching with the registered nurse or other health care professional |
| | 5.2 Utilise guiding principles in teaching and learning that underpin all health teaching plans |
| | 5.3 Select teaching strategies that are appropriate to the health care environment |
| | 5.4 Incorporate the principles of health teaching into every client contact |
| | 5.5 Reflect on the learning outcomes of the planned teaching session in relation to changes in client behaviour, actions and level of understanding |
| | 5.6 Discuss client responses or outcomes of health teaching sessions with the client, their family, registered nurse or other health care professional as appropriate |

Required Skills and Knowledge

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:

- Contemporary health and illness issues
- Describe the factors that affect health
- Discuss the preventative approaches in health care
- Explain the principles of health promotion
- Factors influencing lifestyle choices - personal coping mechanisms, primary health care principles
- Health promotion strategies
- Healthy lifestyle strategies
- Risk factors to health
- Strategies for positive health outcomes
- Terminology associated with health promotion, health education and positive health living
- Understanding when education is appropriate and what to include

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 professional standards of practice:
 - ANMC code of conduct
 - ANMC code of ethics
 - ANMC national Enrolled/Division 2 nurse competency standards
 - state/territory Nurse Regulatory Nurses Act
 - state/territory Nursing and Midwifery Regulatory Authority standards of practice
 - scope of nursing practice decision making framework
- Demonstrate a professional approach to health education, use of communication skills, knowledge of health systems and disease processes

REQUIRED SKILLS AND KNOWLEDGE

- Use interpersonal skills, including working with others, using sensitivity when dealing with people and relating to persons from differing cultural, social and religious backgrounds
- Use oral communication skills (language competence) required to fulfil job roles as specified by the organisation/service, including:
 - interviewing techniques
 - asking questions
 - active listening
 - asking for clarification
- Use written communication skills (literacy competence) required to fulfil job roles as specified by organisation/service using a level of skill ranging from reading and understanding client documentation to completion of written reports

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
- Observation of performance in a work context is essential for assessment of this unit
- Consistency of performance should be demonstrated over the required range of workplace situations and should occur on more than one occasion and be assessed by a registered nurse

EVIDENCE GUIDE

- Context of and specific resources for assessment:*
- This unit is most appropriately assessed in the clinical workplace or in a simulated clinical work environment and under the normal range of clinical environment conditions
 - Where, for reasons of safety, access to equipment and resources and space, assessment takes place away from the workplace, simulations should be used to represent workplace conditions as closely as possible
- Method of assessment:*
- Observation in the workplace
 - Written assignments/projects
 - Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice
 - Questioning - verbal or written
 - Role play/simulation
- 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

RANGE STATEMENT

situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Current health issues may include:

- Obesity
- Cardiovascular disease
- Cancer
- Stress
- Asthma
- Alcohol abuse/Substance abuse
- Diabetes mellitus
- Accidents
- Suicide
- Mental illness
- Child, spouse, elder abuse
- Communicable diseases
- Sexually transmitted infections
- Hepatitis B, C
- Human Immunodeficiency Virus
- Aging population

Factors affecting health may include:

- Heredity
- Environment
- Lifestyle
- Diet
- Socio-economic status
- Geographical location
- Availability of health care
- Cultural norms
- Age
- Legislative requirements
- Pollution
- Sanitation
- Global patterns of disease
- Immunisation
- Public health

RANGE STATEMENT

Principles of health promotion must include:

- Building healthy public policy
- Creative supportive environment
- Strengthen community action
- Minimising lifestyle risks to health
- Develop personal skills
- Promotion of healthy diet and exercise
- Assisting clients to identify risks to health

Health promotion strategies may include:

- School topics e.g. personal and sexual health, nutrition drugs, mental health
- Community outreach e.g. breast feeding mothers
- Mass media - e.g. advertising campaigns
- Immunisation
- Public education
- Genetic counselling/screening
- Assisting clients to identify risks to health
- Promotion of healthy diet and exercise
- Minimising lifestyle risks to health

Positive lifestyle choices could include:

- Cessation of addictive substances - smoking, alcohol, drugs
- Dietary change
- Change in exercise level
- Modification of medication regime with medical guidance
- Continuation of medical treatments
- Rehabilitation programs

Lifestyle diversity may include:

- Concepts of autonomy/gender roles
- Concepts of health, illness and rehabilitation
- Expectations of health care
- Understanding of lifestyle risk factors
- Healthy eating factors

RANGE STATEMENT

Health teaching could include:

- Guiding principles for health teaching
- Principles of teaching and learning
- Overview of learning behaviour
- Teaching aids and strategies
- Formulation and implementation of health teaching plans
- Evaluation of health teaching sessions
- Handouts provided

Client education strategies may include:

- Discussions about relevant issues regarding health
- One-on-one guidance/supervision
- Small groups
- Demonstrations
- Referrals to appropriate health professional
- Contact with self-help group

Risk factors may include:

- Alcohol and substance abuse
- Drug abuse
- Stress
- High blood pressure
- Smoking
- Obesity
- Poor nutrition
- Elimination problems
- Lack of exercise
- Interpersonal conflict
- Loneliness
- Poor sleep

Unit Sector(s)

Not Applicable