



Australian Government

Department of Education, Employment and Workplace Relations

HLTPOP402C Assess readiness for and effect behaviour change

Release: 1

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Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit recognises the importance of behaviour as a health determinant within the context of broader social determinants of health

It aims to develop skills to analyse behaviour that impacts health and ways in which to reinforce or change them to promote health

Application of the Unit

Application

Working in compliance with relevant legislation and regulations within which the worker's organisation operates is essential

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

1. Identify *behaviour* that impacts negatively on health and assess readiness for change

PERFORMANCE CRITERIA

- 1.1 Demonstrate an understanding of social determinants of health and specific influences on individual's behaviour
- 1.2 Demonstrate an understanding of environmental factors that restrain change
- 1.3 Identify behavioural health determinants
- 1.4 Assess motivation, commitment and confidence levels to change attitudes, beliefs and behaviour in collaboration with other team members and or/ stakeholders
- 1.5 Reinforce positive beliefs and behaviour
- 1.6 Consider unintended consequences of desired behaviour and incorporate into the plan

ELEMENT**PERFORMANCE CRITERIA**

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| 2. Develop and implement plan for behaviour change | 2.1 Factor into the plan the contribution existing <i>organisations</i> and <i>infrastructure</i> can make towards facilitating individual behaviour change |
| | 2.2 Fully explore the opportunity for collaborative partnerships to implement the plan |
| | 2.3 Identify pro-active strategies to support behavioural change based on behaviour change models, research available and consultations with experts and/or stakeholders |
| | 2.4 Document a plan and implement in consultation with the individual involved |
| | 2.5 Construct an evaluation plan/strategy in consultation with the individual involved |
| 3. Monitor and review progress | 3.1 Identify the most appropriate methods of data collection for recording behaviour |
| | 3.2 Collect, summarise and review data related to individual behaviour |
| | 3.3 Assess changes in behaviour in collaboration with the individual involved and other experts as may be necessary |
| | 3.4 Assess effectiveness of plan in collaboration with other experts and/or stakeholders |
| | 3.5 Publish and report results of behaviour change strategies in relevant form |

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

REQUIRED SKILLS AND KNOWLEDGE

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 education principles
- Equity issues in population health
- Evidence-based practice
- 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 (e.g. Alma Ata, Ottawa Charter, Jakarta Declaration, The Solid Facts by WHO)
- Social change and advocacy processes
- Social determinants of health
- The relationship between attitudes, knowledge and lifestyle factors and behaviour
- The relationship between individual behaviour and health outcomes
- 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 effective communication and interpersonal skills including:
 - high level written or verbal
 - negotiation and liaison
 - consultation
 - conflict resolution and mediation
- Apply analytical thinking, problem solving and critical appraisal
- Determine the impact of knowledge, values and environmental / cultural and lifestyle factors on behaviour
- Facilitate and contribute effectively to meetings, forums and other networks
- Identify individual behaviours that impact on health outcome
- Undertake work planning and management
- Work as part of a multi-disciplinary team and/or autonomously

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
- Consideration should be given to assessing consistency of performance over a period of time

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

EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit is most appropriately assessed in the classroom environment
- Assessment may contain a theoretical emphasis.
- Access to:
 - a range of government and non government policy documents and reports and statistics
 - journals, books and external expertise
 - documents and other materials (charters, declarations, discussion papers, etc.) from international conferences on population health
 - organisation policies and procedures

Method of assessment may include:

- 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 facilitating learning and individual behaviour change

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

Individual behaviours that influence health outcome may include:

- Diet
- Physical activity
- Alcohol consumption
- Drug intake
- Stress mediating activities
- Smoking

Selected behaviour change models may include but are not restricted to:

- Health belief model
- Behaviour change models
- Motivational change models
- Social cognitive model
- Theory of planned behaviour

Sources of information for the relationship between individual behaviour and health outcome may include:

- Literature from population health and related disciplines such as published books, papers and reports
- Demographic data and information
- Socio-economic data and information
- Data and information from health research and health studies
- Expert informants
- National, state and local health policy documents and implementation guidelines

Organisations may include

- Divisions of population health or public health units
- Community health services
- Specific programs
- Local government services
- Aboriginal health Services
- Non government health promotion programs e.g. Cancer Council, Heart Foundation, Asthma Association

Infrastructure may include:

- Transport routes
- Recreational facilities

RANGE STATEMENT

A range of resources may include:

- Print
- Electronic resources
- Workshops

Contextual influences on individual health may include the following:

- Socioeconomic status
- Age
- Education level
- Ethnic background
- Geographical location
- Disability
- Sexual identity
- Early childhood experience and environment
- Housing security
- Access to transport
- Employment status

Unit Sector(s)

Not Applicable