

<b>UNIT CODE</b>	<b>HLTAWOR003</b>
<b>UNIT TITLE</b>	<b>Use and promote reflective practice in Aboriginal and/or Torres Strait Islander primary health care</b>
<b>APPLICATION</b>	<p>This unit describes the performance outcomes, skills and knowledge required to review current strategies and frameworks for the provision of Aboriginal and/or Torres Strait Islander primary health care and to use and promote reflective practice to manage work in the context of those frameworks. Reflective practice refers to the critical thinking, collaboration and problem solving skills that are essential for health practitioners in their ongoing work to improve service quality and outcomes. The unit also incorporates a focus on professional development.</p> <p>This unit is specific to Aboriginal and/or Torres Strait Islander people working as health workers or health practitioners. They work as part of a multidisciplinary primary health care team to provide primary health care services to Aboriginal and/or Torres Strait Islander clients.</p> <p>No regulatory requirement for certification, occupational or business licensing is linked to this unit at the time of publication. For information about practitioner registration and accredited courses of study, contact the Aboriginal and Torres Strait Islander Health Practice Board of Australia (ATSIHPBA).</p>
<b>PREREQUISITE UNIT</b>	Nil
<b>COMPETENCY FIELD</b>	Working in Aboriginal and/or Torres Strait Islander Health
<b>UNIT SECTOR</b>	Aboriginal and/or Torres Strait Islander Health
<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b>
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Review current strategies and frameworks for Aboriginal and /or Torres Strait Islander health.	<p>1.1 Identify and review current strategies and information about Aboriginal and/or Torres Strait Islander primary health care.</p> <p>1.2 Identify the key principles and concepts that underpin current practice and how these are integrated into the planning and implementation of day-to-day work.</p> <p>1.3 Determine the legal and ethical requirements and boundaries that govern Aboriginal and/or Torres Strait Islander primary health care work.</p> <p>1.4 Evaluate how the roles of Aboriginal and/or Torres Strait Islander health care workers and practitioners intersect and diverge from the roles of other health care professionals and how this impacts work practice.</p> <p>1.5 Identify contemporary issues in primary health care that directly impact own workplace and clients.</p>

2. Use reflective practice to manage work.	<p>2.1 Identify the role of reflective practice in own work and how it can be used to improve client outcomes.</p> <p>2.2 Identify information needed to respond effectively to challenges and issues in Aboriginal and/or Torres Strait Islander health care.</p> <p>2.3 Find credible information and evidence to inform professional decision-making.</p> <p>2.4 Analyse information using critical thinking processes and techniques.</p> <p>2.5 Review information against existing protocols and methods to identify the potential for improvement.</p> <p>2.6 Incorporate a holistic, strengths-based and client-centred approach.</p> <p>2.7 Support collaboration and continuous improvement by sharing information, knowledge and experiences with others.</p>
3. Participate in professional review and development.	<p>3.1 Use reflection to identify personal strengths, areas for improvement and opportunities for further learning.</p> <p>3.2 Seek and use informal or formal input from others to identify own learning needs.</p> <p>3.3 Identify information from professional bodies that supports continuing professional development for health workers.</p> <p>3.4 Plan and implement steps to address continuing professional development needs based on reflection and information sourced.</p>
4. Promote reflective practice for self and others.	<p>4.1 Model the processes and behaviours that support reflective practice.</p> <p>4.2 Identify and share information about benefits that come from reflective practice with colleagues.</p> <p>4.3 Seek assistance from mentors or other professionals to enhance the quality of reflective practice.</p> <p>4.4 Identify and use opportunities to provide support to colleagues.</p>
<b>FOUNDATION SKILLS</b>	
<i>Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.</i>	
<b>SKILLS</b>	<b>DESCRIPTION</b>
Reading skills to:	<ul style="list-style-type: none"> <li>interpret varied, unfamiliar and potentially complex systemic information and research data about primary health care.</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>explain and share ideas on potentially complex or systemic issues.</li> </ul>
Problem-solving skills to:	<ul style="list-style-type: none"> <li>work through complex issues and develop substantiated ideas and potential solutions.</li> </ul>
Teamwork skills to:	<ul style="list-style-type: none"> <li>work collaboratively on complex issues with internal and external colleagues who may be working according to different philosophies and frameworks.</li> </ul>

<b>UNIT MAPPING INFORMATION</b>	No equivalent unit.  For details, refer to the full mapping table in the Draft 2 Validation Guide.
<b>LINKS</b>	Companion Volume Implementation Guide

<b>TITLE</b>	<b>Assessment Requirements for HLTAWOR003 Use and promote reflective practice in Aboriginal and/or Torres Strait Islander primary health care</b>
<b>PERFORMANCE EVIDENCE</b>	<p>Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:</p> <ul style="list-style-type: none"> <li>■ source information from credible sources about current strategies and approaches to Aboriginal and/or Torres Strait Islander primary health care, and identify and evaluate key aspects of: <ul style="list-style-type: none"> <li>○ the key principles that currently underpin the delivery of Aboriginal and/or Torres Strait Islander primary health care</li> <li>○ how these are used in the planning and implementation of services</li> </ul> </li> <li>■ use critical thinking processes to analyse and respond to one contemporary challenge in the local provision of Aboriginal and/or Torres Strait Islander primary health care services: <ul style="list-style-type: none"> <li>○ identify and analyse relevant information from two current and credible sources</li> <li>○ collaborate with one colleague to develop a potential response to the challenge that is supported by analysis and evidence</li> </ul> </li> <li>■ review own professional development: <ul style="list-style-type: none"> <li>○ reflect on and evaluate own professional strengths and areas for improvement</li> <li>○ identify two sources of industry information about professional development and document two actions for improving own skills and knowledge</li> </ul> </li> <li>■ explain the benefits and practical application of reflective practice to one colleague.</li> </ul>
<b>KNOWLEDGE EVIDENCE</b>	<p>Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <ul style="list-style-type: none"> <li>■ key aspects of current strategies for the delivery of primary health care in Aboriginal and/or Torres Strait Islander communities: <ul style="list-style-type: none"> <li>○ National Aboriginal Community Controlled Health Organisation</li> <li>○ local state or territory and federal government</li> <li>○ organisational or local community strategies for priority health issues</li> </ul> </li> <li>■ key principles and concepts that underpin the provision of Aboriginal and/or Torres Strait Islander primary health care and how these translate into planning and implementation in local area: <ul style="list-style-type: none"> <li>○ focus on core priority areas</li> <li>○ collaboration, engagement and self-determination</li> <li>○ models of primary health care and their key benefits and limitations (including functional, team, client assignment)</li> <li>○ holistic client-centred care</li> <li>○ strengths-based approaches</li> <li>○ evidence-based practice</li> </ul> </li> </ul>

- evidence-based practice as best practice
  - what constitutes reliable evidence
  - current evidence-based approaches in priority areas of Aboriginal and/or Torres Strait Islander health
- key legal and ethical requirements and boundaries that govern Aboriginal and/or Torres Strait Islander health workers and health practitioners that relate to:
    - scope of practice including how scope of practice is determined for individuals
    - supervisory arrangements for scope of practice for health workers and practitioners, and how these may vary from organisation to organisation and location
    - mandatory reporting requirements
    - maintaining confidentiality of client information including requirements for the collection, use, maintenance and secure storage of private information
  - relationships between Aboriginal and/or Torres Strait Islander health workers and practitioners and other health professionals:
    - communication protocols
    - role boundaries of different workers and services
    - referral systems
  - contemporary issues and priorities in Aboriginal and/or Torres Strait Islander primary health care at a local level:
    - nature of community health profile
    - service availability and access
    - barriers to improved outcomes
    - system characteristics – strengths and weaknesses
  - reflective practice in health work:
    - how reflective practice is used to learn from the everyday, and as a process to guide decision making
    - the link with continuous improvement
    - the need for multiple perspectives
    - ways that Aboriginal and/or Torres Strait Islander health practitioners can use:
      - reflection in action
      - reflection on action
  - critical thinking processes and techniques:
    - comparing
    - contrasting
    - challenging
    - reflecting
    - distinguishing relevant from irrelevant
    - drawing interdisciplinary connections
    - making links between information and its application to the workplace
  - the role and features of professional review and development:
    - informal and formal performance appraisal
    - identifying own strengths and areas for improvement
    - common steps followed to create a continuing professional development plan, typical inclusions and methods of collating information
    - opportunities offered by professional bodies and other health industry networks
  - ways of promoting reflective practice:
    - modelling
    - making reflective practice a regular topic of workplace discussion
    - explicitly using reflective practice in case management.

<p><b>ASSESSMENT CONDITIONS</b></p>	<p>Skills can be demonstrated through:</p> <ul style="list-style-type: none"> <li>■ work activities completed within an Aboriginal/and or Torres Strait Islander health service, <b>or</b></li> <li>■ project activities and case studies completed within a training organisation, based on comprehensive information about the community and provision of local Aboriginal/and or Torres Strait Islander health services, actual or simulated.</li> </ul> <p>Assessment must ensure the use of:</p> <ul style="list-style-type: none"> <li>■ interaction with colleagues either through actual work activities or simulations</li> <li>■ information about: <ul style="list-style-type: none"> <li>○ current strategies and approaches to Aboriginal and/or Torres Strait Islander primary health care</li> <li>○ continuing professional development opportunities offered by professional bodies.</li> </ul> </li> </ul> <p>Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:</p> <ul style="list-style-type: none"> <li>■ be an Aboriginal and/or Torres Strait Islander person who has applied the skills and knowledge covered in this unit of competency through experience working as an Aboriginal and/or Torres Strait Islander health worker or practitioner, <b>or</b></li> <li>■ be a registered health practitioner with experience relevant to this unit of competency and be accompanied by, or have assessments validated by, an Aboriginal and/or Torres Strait Islander person.</li> </ul>
<p><b>LINKS</b></p>	<p>Companion Volume Implementation Guide</p>