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| <b>UNIT CODE</b>                                | <b>HLTASXH001</b>  |
| <b>UNIT TITLE</b>                               | <b>Promote men's sexual health</b>   |
| <b>APPLICATION</b>                              | <p>This unit describes the performance outcomes, skills and knowledge required to provide clients with information about male sexual health issues, the prevalence of problems in Aboriginal and/or Torres Strait Islander populations, and to encourage prevention and early detection of sexual health problems.</p> <p>The unit has a strong focus on sexually transmitted infections (STIs) but also requires the ability to provide information about other sexual health conditions. STIs include blood borne viruses, and information would cover their transmission via modes other than sexual contact.</p> <p>It requires the ability to discuss risk factors, ways to reduce the risk of STIs and reproductive issues, and to inform clients about screening programs. It covers the coordination of follow up for any clients who advise of any health concerns.</p> <p>Information may be provided to individual clients in the course of general health service provision, or during dedicated group education sessions. Skills for preparing and delivering group information sessions are covered by another unit.</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 and health education activities 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>                         | Sexual 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>   |

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| 1. Provide information on sexual health and wellbeing.                            | <p>1.1 Show respect for Aboriginal and/or Torres Strait Islander community values, beliefs and gender roles in all interactions.</p> <p>1.2 Provide information on men's sexual and reproductive health in ways that address connections to emotional wellbeing.</p> <p>1.3 Canvass social issues and attitudes that impact on the sexual safety and wellbeing of men.</p> <p>1.4 Provide advice about maintaining sexual and reproductive health.</p> <p>1.5 Explain methods of contraception, advantages disadvantages and levels of effectiveness.</p> <p>1.6 Encourage client questions and check understanding of information through appropriate questioning.</p>  |
| 2. Provide information on sexually transmitted infections and promote prevention. | <p>2.1 Communicate consistently in culturally appropriate and safe ways with clients, using plain language.</p> <p>2.2 Provide information about the incidence of sexually transmitted infections (STIs) in Aboriginal and/or Torres Strait Islander communities.</p> <p>2.3 Explain to clients the nature of different types of STIs, impacts, potential complications and dangers of leaving infections untreated.</p> <p>2.4 Explain risk factors for STIs and blood borne viruses and how these are transmitted via sexual contact and other modes.</p> <p>2.5 Discuss sexual practices and their impact on sexual and reproductive health and emotional wellbeing.</p> <p>2.6 Promote safe sex practices and other STI risk-reduction strategies.</p> <p>2.7 Use visual aids and provide culturally appropriate consumer based education resources to support client understanding.</p> |
| 3. Promote early detection of sexually transmitted infections.                    | <p>3.1 Discuss common signs and symptoms of STIs and the importance of early detection.</p> <p>3.2 Explain to clients importance of regular check-ups and, screening tests in the early detection of STIs.</p> <p>3.3 Promote availability of STI screening programs and advise how clients can access services.</p> <p>3.4 Describe STI examination and test procedures in ways that reduce client resistance and fear of participating.</p>  |
| 4. Encourage clients to discuss sexual health and other concerns.                 | <p>4.1 Provide opportunities for men to share information about their sexual or reproductive health and personal safety.</p> <p>4.2 Establish trust with client by demonstrating and respecting confidentiality.</p> <p>4.3 Support men to identify and discuss any concerns that could indicate health problems, or personal safety issues.</p> <p>4.4 Recognise situations requiring further investigation or support and take appropriate action, according to organisational procedures.</p>   |
| 5. Evaluate effectiveness of health education activities.                         | <p>5.1 Seek and evaluate feedback from clients about value of information and education resources provided.</p> <p>5.2 Evaluate effectiveness of information provided from own perspective and identify areas for improvement.</p> <p>5.3 Provide ongoing feedback to relevant people based on clients' views and own input.</p>   |
| <b>FOUNDATION SKILLS</b>  |  |

| <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> |   |
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| <b>SKILLS</b>  | <b>DESCRIPTION</b>  |
| Reading skills to:   | <ul style="list-style-type: none"> <li>■ interpret detailed and sometimes unfamiliar plain language consumer based education resources.</li> </ul>  |
| Oral communication skills to:  | <ul style="list-style-type: none"> <li>■ provide information to clients using plain language and terms easily understood</li> <li>■ use appropriate terms to tailor discussions to clients of different ages and sexual orientation</li> <li>■ ask open and closed probe questions and actively listen to determine client understanding of information.</li> </ul> |
| Numeracy skills to:  | <ul style="list-style-type: none"> <li>■ interpret statistics presented as percentages and in charts and graphs.</li> </ul>   |
| Learning skills to:  | <ul style="list-style-type: none"> <li>■ use information provided in credible evidence based consumer resources to update and extend knowledge of different types of sexual health issues.</li> </ul>   |
| <b>UNIT MAPPING INFORMATION</b>  | <p>No equivalent unit.</p> <p>For details, refer to the full mapping table in the Draft 2 Validation Guide.</p>   |
| <b>LINKS</b>   | Companion Volume Implementation Guide   |

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| <b>TITLE</b> | <b>Assessment Requirements for HLTASXH001 Promote men's sexual health</b> |
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| <p><b>PERFORMANCE EVIDENCE</b></p> | <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>■ provide information about sexual health to Aboriginal and/or Torres Strait Islander clients to include: <ul style="list-style-type: none"> <li>○ two individual male clients</li> <li>○ one group of a minimum of three people</li> </ul> </li> <li>■ on each occasion: <ul style="list-style-type: none"> <li>○ provide information covering: <ul style="list-style-type: none"> <li>● men's sexual and reproductive health issues, tailored to the needs of the client/s</li> <li>● methods of contraception</li> <li>● the incidence of sexually transmitted infections (STIs) in Aboriginal and/or Torres Strait Islander communities</li> <li>● the nature of STIs, and any particular type relevant to the client/s</li> <li>● functional impacts of STIs on male genitourinary system and organs</li> <li>● potential complications of STIs for men and their partners' babies</li> <li>● STI risk factors and safe sex practices that can reduce risk</li> <li>● signs and symptoms of STIs in men</li> <li>● the importance of early detection of STIs and sexual health conditions</li> <li>● screening programs for STIs and male sexual health conditions, and examination and test procedures</li> </ul> </li> <li>○ seek and evaluate feedback from clients and provide to relevant people within the health service</li> </ul> </li> <li>■ discuss sexual health concerns with two clients and respond by coordinating follow up assessments or appointments.</li> </ul> |
| <p><b>KNOWLEDGE EVIDENCE</b></p>   | <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>■ organisational procedures for responding to client disclosure of concerns with health or personal safety</li> <li>■ how to access current and credible: <ul style="list-style-type: none"> <li>○ consumer based education resources about sexually transmitted infections (STIs), blood borne viruses and reproductive health conditions</li> <li>○ statistics for STIs in Aboriginal and/or Torres Strait Islander and other Australian populations</li> <li>○ visual aids for sexual health education</li> </ul> </li> <li>■ overview knowledge about men's sexual and reproductive health issues, their impacts on physical and emotional wellbeing and ways to manage, to include at least the following: <ul style="list-style-type: none"> <li>○ erectile dysfunction</li> <li>○ prolonged erection</li> <li>○ ejaculation issues; premature and prolonged</li> <li>○ loss of male libido</li> <li>○ infertility</li> <li>○ prostate disease</li> <li>○ scrotal lumps and inflammation</li> </ul> </li> <li>■ broad understanding of the links between conditions, particularly diabetes, some medications and sexual dysfunction</li> <li>■ broad understanding of social issues that impact on men's sexual and personal safety: <ul style="list-style-type: none"> <li>○ sexual orientation</li> <li>○ gender identity</li> <li>○ influence of alcohol and other drug use on sexual behaviours (self and others)</li> <li>○ issues of power imbalance, violence and coercion</li> </ul> </li> </ul>    |

- common methods of contraception, their advantages, disadvantages, contraindications and levels of effectiveness:
  - long-acting reversible contraception; implants or intra uterine device (IUD)
  - hormonal contraception; the pill or injections
  - barrier methods; male and female condoms
  - emergency contraception
  - permanent contraception; vasectomy and tubal ligation
- prevalence and statistical incidence of STIs in Aboriginal and/or Torres Strait Islander populations compared to non-Aboriginal and/or Torres Strait Islander populations
- signs and symptoms in men for each of the following STIs:
  - chlamydia
  - gonorrhoea
  - syphilis
  - trichomoniasis
  - herpes simplex virus (HSV)
  - genital warts and human papillomavirus (HPV)
  - human immunodeficiency virus (HIV)
  - hepatitis A, hepatitis B and hepatitis C
- relationship between having STIs and increased risk of contracting HIV and syphilis
- basic knowledge of how the function of the male genitourinary system and organs can be impacted by STIs
- overview of the main complications of STIs for men sufficient to understand that other diseases or conditions can occur, to include:
  - infertility
  - acquired immune deficiency syndrome (AIDS)
- the effects of STIs on unborn and newborn babies and the importance of:
  - not infecting or re-infecting pregnant partners
  - screening for STIs prior to and during pregnancy
- types of sexual practices that can risk STI transmission and types of protection that can be used to minimise risk:
  - unprotected sex with multiple partners
  - unprotected anal and vaginal sex; receptive and insertive
  - unprotected male, female and anal oral sex
  - male and female condoms, dental dams and latex gloves
- how blood borne viruses including HIV, hepatitis A, hepatitis B and hepatitis C are generally grouped with STIs but can be transmitted by both sexual contact and other modes
- non-sexual contact modes of transmission and risk factors for blood borne viruses including HIV, hepatitis A, hepatitis B and hepatitis C:
  - faeco-oral via food, water and close personal contact
  - blood to blood transmission:
    - unsafe drug injecting
    - unsafe tattooing practices
    - mother to unborn baby
    - exposure to unscreened blood products used in medical procedures (outside Australia)
- the impact of early detection and treatment of STIs, blood borne viruses and sexual health conditions on health outcomes
- the role of vaccinations in preventing STIs and how vaccinations can be accessed for HPV, hepatitis A and B
- for screening:
  - reasons for screening healthy and asymptomatic people
  - importance of health assessments and screening tests in the early detection and treatment of STIs, blood borne viruses and sexual health

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|  | <ul style="list-style-type: none"> <li>conditions <ul style="list-style-type: none"> <li>◦ screening programs available in the local community, state or territory, how to access these and any associated costs and benefits paid</li> <li>◦ the procedures for screening tests and examinations, including those for STIs, blood borne viruses and sexual health conditions including prostate cancer screening</li> <li>◦ general and cultural factors that influence an individual's decision to participate in screening programs</li> </ul> </li> <li>■ appropriate actions to take in response to disclosure of concerns with health or personal safety: <ul style="list-style-type: none"> <li>◦ completing an immediate health assessment and providing referrals</li> <li>◦ assisting clients to make appointments with medical practitioners for diagnosis or referral</li> <li>◦ activating follow up to ensure clients are tested</li> <li>◦ assisting clients to access support services</li> </ul> </li> <li>■ methods used to evaluate health education activities: <ul style="list-style-type: none"> <li>◦ client evaluation questionnaires</li> <li>◦ informal conversations with clients</li> <li>◦ self-reflection on client responses to information including any difficulties in understanding</li> </ul> </li> <li>■ ways that Aboriginal and/or Torres Strait Islander health workers and practitioners can: <ul style="list-style-type: none"> <li>◦ provide feedback on sexual health awareness activities</li> <li>◦ contribute to the evaluation and planning of overall education and prevention programs.</li> </ul> </li> </ul> |
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| <p><b>ASSESSMENT CONDITIONS</b></p> | <p>Skills must be demonstrated in a health service workplace within a multidisciplinary primary health care team.</p> <p>Evidence of performance must be gathered:</p> <ul style="list-style-type: none"> <li>■ during on-the-job assessments in the workplace under live conditions while interacting with Aboriginal and/or Torres Strait Islander people, or</li> <li>■ during off-the-job assessments in the workplace, not under live conditions, using simulated activities while interacting with Aboriginal and/or Torres Strait Islander people.</li> </ul> <p>Evidence of workplace performance can be gathered and reported through third party report processes. (Refer to the Companion Volume Implementation Guide for information on third party reporting.)</p> <p>Evidence can be supplemented by assessments in a simulated workplace environment using simulated activities, scenarios or case studies only when:</p> <ul style="list-style-type: none"> <li>■ the full range of situations covered by the unit cannot be provided in the individual's workplace, and or</li> <li>■ situations covered by the unit occur only rarely in the individual's workplace.</li> </ul> <p>Assessments must respect the client's (or group's) cultural beliefs about gender roles and Aboriginal and/or Torres Strait Islander men's and women's business. Depending on circumstances, the learner may or may not be able to provide sexual health education to clients of the opposite gender. This must be determined prior to any assessment activity for this unit.</p> <p>Assessment must ensure the use of:</p> <ul style="list-style-type: none"> <li>■ current consumer based education resources from credible sources about sexually transmitted infections (STIs), blood borne viruses and male sexual health conditions</li> <li>■ organisational procedures for responding to client disclosure of concerns with health or personal safety.</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 or a health educator 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> |
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| LINKS | Companion Volume Implementation Guide |
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