

<b>UNIT CODE</b>	<b>HLTAHCS002</b>
<b>UNIT TITLE</b>	<b>Assist with health assessments</b>
<b>APPLICATION</b>	<p>This unit describes the performance outcomes, skills and knowledge required to work under the direct supervision and instruction of medical practitioners to assist with health assessments. It requires the ability to assist practitioners to collect client information, provide clients with information during and after assessments and to provide basic assistance with examinations and tests.</p> <p>This unit is specific to Aboriginal and/or Torres Strait Islander people working as health workers. 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>This unit is particularly relevant to the role that these health workers have in assisting with cyclical general assessments of the health and wellbeing of Aboriginal and/or Torres Strait Islander people. In this context, a general medical practitioner is responsible for the assessment and the health worker facilitates communications and cultural safety for the client. Circumstances may involve clients and medical practitioners who have different first languages, have different cultural backgrounds or may be of different genders.</p> <p>No regulatory requirement for certification, occupational or business licensing is linked to this unit at the time of publication.</p>
<b>PREREQUISITE UNIT</b>	Nil
<b>COMPETENCY FIELD</b>	Health Care and Support
<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. Assist practitioners to collect client information.	<p>1.1 Confirm with practitioner own role in health assessment and in collecting client information.</p> <p>1.2 Communicate consistently in culturally appropriate and safe ways with client and/or significant others.</p> <p>1.3 Assist practitioner to obtain client medical and social history and information about specific presenting problems using effective plain language questions.</p> <p>1.4 Facilitate questions and answers between client and practitioner and confirm client understanding.</p> <p>1.5 Assist with explanations about organisational requirements for maintaining confidentiality of information and permissions for disclosure.</p> <p>1.6 Extract and convey essential information, where language barriers exist between client and practitioner.</p> <p>1.7 Discuss and clarify mutual understanding of client information and assist practitioner to document client history.</p>
2. Assist practitioners during examinations and tests.	<p>2.1 Facilitate culturally safe and effective communications between practitioner and client throughout all examinations and tests.</p> <p>2.2 Ensure client understands reasons and procedures for each examination and test, confirm informed consent and explain what this means.</p> <p>2.3 Implement required infection control precautions according to examination and test requirements.</p> <p>2.4 Work under instruction to assist with equipment, physical examinations, tests and records.</p> <p>2.5 Participate in culturally safe, empathetic client discussions to assist with social and emotional wellbeing assessments.</p> <p>2.6 Encourage client to express any difficulties with health assessments and tests that relate to community values, beliefs and gender roles.</p>
3. Assist with discussions about assessment outcomes.	<p>3.1 Discuss and confirm with practitioner health assessment results, recommended medical and other interventions.</p> <p>3.2 Interpret and clarify, with practitioner, health terminology relevant to assessment outcomes and provide plain language explanations to client.</p> <p>3.3 Deliver clear and accurate information in culturally safe ways to support client and/or significant others understanding of assessment outcomes and proposed actions.</p> <p>3.4 Discuss need for a health care plan, how they are developed and what they comprise.</p> <p>3.5 Encourage client and/or significant others to question and clarify outcomes, and purpose of proposed treatments and interventions.</p> <p>3.6 Confirm client understanding and assist practitioner to document information provided.</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 detailed and sometimes unfamiliar client records, involving medical terminology and abbreviations.</li> </ul>

Numeracy skills to:	<ul style="list-style-type: none"> <li>interpret and explain to clients numerical values of assessment outcomes, involving weights, lengths, rates, degrees and percentages.</li> </ul>
Problem solving skills to:	<ul style="list-style-type: none"> <li>recognise miscommunications and take steps to resolve.</li> </ul>
Technology skills to:	<ul style="list-style-type: none"> <li>recognise and assist with setting up and handling medical equipment used for physical examinations and tests.</li> </ul>
<b>UNIT MAPPING INFORMATION</b>	No equivalent unit. (New Unit)
<b>LINKS</b>	Companion Volume Implementation Guide

<b>TITLE</b>	<b>Assessment Requirements for HLTAHCS002 Assist with health assessments</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>discuss and confirm the health assessment requirements of three Aboriginal and/or Torres Strait Islander clients with the attending medical practitioner</li> <li>for each of those three clients: <ul style="list-style-type: none"> <li>assist with culturally safe communications throughout all client interactions</li> <li>assist with the collection of information about their medical and social history and presenting problems</li> <li>assist with head to toe physical examinations</li> <li>assist with social and emotional wellbeing discussions and assessments</li> <li>discuss assessment outcomes with the practitioner</li> <li>assist with delivery of information about assessment outcomes and advice for medical treatments and other interventions</li> </ul> </li> <li>across the three client assessments, assist the practitioner to: <ul style="list-style-type: none"> <li>set up and handle four different types of health assessment equipment</li> <li>collect two samples for tests</li> <li>explain one assessment tool designed to evaluate emotional wellbeing.</li> </ul> </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>organisational policies and procedures for: <ul style="list-style-type: none"> <li>maintaining client confidentiality</li> <li>obtaining informed consent for health assessments, examinations and tests</li> </ul> </li> <li>legal and organisational responsibilities and role boundaries of those involved in health assessments: <ul style="list-style-type: none"> <li>Aboriginal and/or Torres Strait Islander health workers and practitioners</li> <li>medical practitioners</li> </ul> </li> <li>techniques used to assist parties to communicate, including: <ul style="list-style-type: none"> <li>discussing issues in a logical sequence with an opening and concluding discussion</li> </ul> </li> </ul>

- recognising factors that affect communications including cultural differences, age, gender and level of language ability
- using appropriate plain language, technical terminology and sentence structure to ask questions and convey information suited to needs (rephrasing statements and questions)
- asking for clarification
- using verbal and non-verbal responses
- key information collected and recorded in medical histories
- key elements of physical examinations and tests completed during cyclical general health assessments and:
  - types of equipment used, sufficient to recognise, assist to set up and handle
  - different types of infection control precautions and when these would be used for different types of physical examinations and tests
- key features of assessment tools used to evaluate emotional wellbeing and how these contribute to an overall assessment
- understanding of anatomy and physiology sufficient to identify major body systems, associated organs and their overall functions:
  - circulatory system
  - digestive system
  - endocrine system
  - immune system
  - integumentary system
  - muscular system
  - nervous system
  - reproductive system, female and male
  - respiratory system
  - skeletal system
  - urinary system
- basic health terminology, abbreviations and plain language usage that relates to:
  - common pathology tests and medical scans
  - common short term/uncomplicated infections (those that would generally respond to a course of treatment or ongoing self-care)
  - chronic and communicable diseases of high incidence in Aboriginal and/or Torres Strait Islander populations:
    - cardiovascular disease
    - chronic respiratory disease, including Asthma and obstructive lung disease
    - chronic kidney disease
    - chronic liver disease
    - cancer
    - diabetes
    - musculoskeletal conditions, including arthritis
    - eye, ear and oral disease
    - sexually transmitted infections (STIs)
    - blood borne viruses including HIV, hepatitis A, hepatitis B and hepatitis C
    - communicable diseases of current significance in the local state, territory or local community
- overview of health care plans sufficient to explain to clients:
  - why a plan is required; including need to manage ongoing health conditions and need to make lifestyle changes
  - how plans are developed in consultation with clients to suit their circumstances and needs
  - components of plans including clinical treatment, self-care strategies and management of lifestyle risk factors.

<b>ASSESSMENT CONDITIONS</b>	<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>Assessment must ensure the use of:</p> <ul style="list-style-type: none"> <li>■ personal protective equipment for infection control</li> <li>■ medical equipment and consumables used for health assessments</li> <li>■ clinical waste and sharps disposal bins</li> <li>■ assessment tools used to evaluate emotional wellbeing</li> <li>■ template forms or reports for documenting client histories, assessment details and results</li> <li>■ organisational policies and procedures for: <ul style="list-style-type: none"> <li>○ maintaining client confidentiality</li> <li>○ obtaining informed consent for health assessments, examinations and tests.</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>
<b>LINKS</b>	Companion Volume Implementation Guide

