

UNIT CODE	HLTAMAT005
UNIT TITLE	Provide health care for children
APPLICATION	<p>This unit describes the performance outcomes, skills and knowledge required to provide health care for Aboriginal and/or Torres Strait Islander children aged under 15 years. It requires the ability to review health assessments and contribute to the development of health care plans as part of a multidisciplinary health care team.</p> <p>It covers skills to implement, monitor and review plans for the care of children with common childhood conditions. Care involves administering clinical treatments, making referrals and advising on available support services. Care also includes a focus on promoting growth, development and wellbeing of the child.</p> <p>Skills for completing children's health assessments are covered in a complementary unit.</p> <p>This unit is specific to Aboriginal and/or Torres Strait Islander people working as 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>
PREREQUISITE UNIT	Nil
COMPETENCY FIELD	Maternal and Children's Health
UNIT SECTOR	Aboriginal and/or Torres Strait Islander Health
ELEMENTS	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>

1. Contribute to the planning of child's health care.	<p>1.1 Review child history and health assessments to ascertain specific requirements of health care plan.</p> <p>1.2 Identify health care activities that support child's health and wellbeing, discuss with multidisciplinary team and confirm best options.</p> <p>1.3 Present proposals to child, as appropriate, and their family or carer and confirm final plan based on needs and preferences.</p> <p>1.4 Update child's records to include the plan according to organisational policies and procedures.</p>
2. Deliver health care and treatments to children according to health care plans.	<p>2.1 Select and use medical equipment suited to purpose of treatment and according to manufacturer's specifications.</p> <p>2.2 Implement required infection control precautions according to treatment requirements.</p> <p>2.3 Administer clinical treatments according to scope of practice and standard treatment protocols used by the organisation.</p> <p>2.4 Explain and guide child, family or carer through self-care aspects of treatment.</p> <p>2.5 Arrange childhood immunisations according to required schedules.</p> <p>2.6 Facilitate referrals to health professionals according to child's needs, and the preferences of child or their family or carer.</p> <p>2.7 Update child's records to include details of treatments, referrals and self-care information provided.</p>
3. Provide support for optimal growth, development and wellbeing in children.	<p>3.1 Explain to child, family or carer importance of regular check-ups and screening tests in the early detection of childhood conditions.</p> <p>3.2 Promote availability of screening programs for children's health and development and advise how clients can access services.</p> <p>3.3 Inform child, family or carer about available health and development support services and facilitate access according to their needs and preferences.</p>
4. Monitor child's health and review effectiveness of health care.	<p>4.1 Organise follow-up care for children and use active recall strategies for overdue care.</p> <p>4.2 Monitor child's health and development through ongoing scheduled assessments incorporated in care plan.</p> <p>4.3 Gain feedback from child, family or carer about their level of comfort and adherence to health management regime.</p> <p>4.4 Evaluate improvement of child's health, compare with care plan expectations and consult with primary health care team to determine impact of health management regime.</p> <p>4.5 Provide clear information to child, family or carer about health outcomes and relationship to care plan and adherence.</p> <p>4.6 Coordinate review of care plan to suit child's current health status and for ongoing health management.</p>
FOUNDATION SKILLS	
<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>	
SKILLS	DESCRIPTION

Reading skills to:	<ul style="list-style-type: none"> ■ interpret detailed and sometimes unfamiliar health assessments involving health terminology and abbreviations ■ interpret sometimes complex and unfamiliar standard care protocols involving medical terminology and abbreviations.
Writing skills to:	<ul style="list-style-type: none"> ■ use fundamental sentence structure, health terminology and abbreviations to complete forms and reports that require factual information.
Oral communication skills to:	<ul style="list-style-type: none"> ■ use age appropriate terms to tailor discussions and questions to different children's ages ■ provide unambiguous information to children and families/carers using plain language and terms easily understood ■ ask open and closed probe questions and actively listen to elicit information from children, families/carers and to determine their understanding of information provided.
Numeracy skills to:	<ul style="list-style-type: none"> ■ interpret sometimes complex medical numerical data and abbreviations in standard treatment protocols and client records ■ complete a range of calculations for treatments and plan evaluations involving volume, percentages and ratios.
UNIT MAPPING INFORMATION	<p>No equivalent unit.</p> <p>For details, refer to the full mapping table in the Draft 2 Validation Guide.</p>
LINKS	Companion Volume Implementation Guide

TITLE	Assessment Requirements for HLTAMAT005 Provide health care for children
--------------	--------------------------------------------------------------------------------

<p>PERFORMANCE EVIDENCE</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"> ■ contribute to the planning of treatment and care for a total of five Aboriginal and/or Torres Strait Islander children to collectively include: <ul style="list-style-type: none"> ○ those aged between 0 to 5 years ○ those aged between 6 to 14 years ■ for each of the five children, and according to their individual needs and care plan: <ul style="list-style-type: none"> ○ explain all aspects of the health care plan to the child and/or family or carer ○ administer clinical treatments within scope of practice (this must collectively cover at least five different treatments across the five children) ○ provide information about children's health and development screening services ○ source information about children's health support services, explain their key features and advise clients how to access services ○ monitor the child's ongoing health care and evaluate, in consultation with the health care team, outcomes against their health care plan ○ document, in child's records, accurate details of each client contact, referrals provided, treatments administered and the evaluation of health outcomes.
<p>KNOWLEDGE EVIDENCE</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"> ■ organisational policies and procedures for recording health care plans in client records ■ legal and organisational responsibilities and role boundaries of those involved in developing and implementing health care plans for children: <ul style="list-style-type: none"> ○ Aboriginal and/or Torres Strait Islander health practitioners ○ medical practitioners, registered nurses and other members of the multidisciplinary care team ■ how multidisciplinary health teams work together to coordinate treatments and care, and how to facilitate referrals ■ the role of standard treatment protocols in developing and implementing health care plans for children: <ul style="list-style-type: none"> ○ types that are used by primary health care organisations including Standard Treatment Manuals (STM) and how to access ○ purpose, format and inclusions ○ how to use to identify children's treatment options and administer treatments ■ the concept of holistic health care management, and the broad meaning of a 'treatment' within a health care plan ■ common types of treatments included in children's health care plans and when the following would be indicated: <ul style="list-style-type: none"> ○ use of medications ○ clinical treatments ○ child/family self-care strategies ○ promotion of good nutrition and physical activity ○ therapies for children who do not meet expected development milestones for age ■ formats and typical inclusions of written health care plans: <ul style="list-style-type: none"> ○ details of planned treatments and referrals ○ treatment and child, family or carer goals ○ schedules for follow-up care, monitoring and re-assessment

	<ul style="list-style-type: none"> ◦ roles and responsibilities of health care team members ■ the importance of developing care plans that involve the child, their family or carer and the multidisciplinary care team ■ different types of infection control precautions and when these would be used for different types of clinical treatments ■ equipment, standard treatment protocols and pharmacology for a range of common health conditions for children to include at least the following: <ul style="list-style-type: none"> ◦ anaemia ◦ asthma ◦ diabetes ◦ malnutrition ◦ obesity ◦ dehydration ◦ respiratory tract infections ◦ urinary tract infections ◦ digestive and gastrointestinal conditions including gastroenteritis ◦ eye and ear infections – cleaning and administering drops and ointment ◦ oral infections ◦ bacterial, viral, fungal and parasitic skin infections – cleaning and dressing infected skin, treating parasites including head lice and scabies ◦ sprains and fractures – bandaging and splinting ◦ wounds – basic suturing and wound closure, cleaning and dressing ■ for childhood immunisations: <ul style="list-style-type: none"> ◦ requirements for practitioner accreditation to administer ◦ requirements and schedules ◦ equipment and standard protocols for administering ■ importance of general health assessments and screening tests in the early detection and treatment of childhood conditions ■ children's screening programs available in the local community, state or territory, how to access these and any associated costs and benefits paid ■ children and family support services available in the community, state or territory: <ul style="list-style-type: none"> ◦ for children's health and wellbeing in general or for particular childhood conditions and developmental needs ◦ specialist services available to children of different genders or ages and to Aboriginal and/or Torres Strait Islander children ◦ how to access information about the types of services and resources they provide ◦ how clients can access services and the role of health practitioners in facilitating access ■ how to use client information systems and recall functions to follow-up clients for ongoing care, monitoring and evaluation.
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>ASSESSMENT CONDITIONS</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"> ■ during on-the-job assessments in the workplace under live conditions while interacting with Aboriginal and/or Torres Strait Islander children, and families or carers, or ■ during off-the-job assessments in the workplace, not under live conditions, using simulated activities while interacting with Aboriginal and/or Torres Strait Islander children, and families or carers. <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"> ■ the full range of situations covered by the unit cannot be provided in the individual's workplace, and or ■ situations covered by the unit occur only rarely in the individual's workplace. <p>Assessment must ensure the use of:</p> <ul style="list-style-type: none"> ■ personal protective equipment for infection control ■ medical equipment and consumables suited to the treatment of common childhood conditions ■ clinical waste and sharps disposal bins ■ client records including results of health assessments ■ health care plans ■ children's health standard treatment protocols used by the organisation which can include Standard Treatment Manuals ■ organisational policies and procedures for recording health care plans in client records <p>Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:</p> <ul style="list-style-type: none"> ■ 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 practitioner, or ■ 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.
<p>LINKS</p>	<p>Companion Volume Implementation Guide</p>

