

UNIT CODE	HLTAADV004
UNIT TITLE	Advocate on behalf of groups or the community
APPLICATION	<p>This unit describes the performance outcomes, skills and knowledge required to consult with community groups (including family groups), organisations or the entire community to identify issues of concern, develop an advocacy action plan and present views to external agencies. Both oral and written presentations are required. The issues of concern are likely to be complex and systemic in nature. The unit also focusses on the ongoing promotion of group or community rights, needs and interests.</p> <p>This unit applies to senior roles in Aboriginal and/or Torres Strait Islander organisations that provide primary health care and other support services to Aboriginal and/or Torres Strait Islander clients and communities. It is specific to Aboriginal and/or Torres Strait Islander people working as health workers or health practitioners.</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	HLTAADV002 Support the rights and needs of clients
COMPETENCY FIELD	Advocacy
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. Identify issues of concern.	1.1 Identify key people within the group/community to consult about issues of group/community concern. 1.2 Facilitate discussion among key people to identify and clarify any group/community concerns. 1.3 Summarise key information and document priority concerns according to organisational policies and procedures.

2. Develop an advocacy plan to address issues of concern.	<p>2.1 Develop options for responding to identified group/community views, concerns and priorities using knowledge of existing and potential local service frameworks.</p> <p>2.2 Explain options to key group/community representatives and identify their preferred option.</p> <p>2.3 Develop and document an advocacy action plan in consultation with group/community representatives.</p> <p>2.4 Identify and collate evidence-based information into appropriate format to support advocacy actions.</p> <p>2.5 Obtain group/community approval to advocate on their behalf.</p>
3. Communicate issues of concern to agencies.	<p>3.1 Identify and establish contact with agencies and specific individuals based on the nature of the concerns being expressed.</p> <p>3.2 Select a communication method best suited to the nature of the concern and the requirements and philosophy of the individual agency.</p> <p>3.3 Present the group/community's point of view according to the agreed action plan using collated information.</p> <p>3.4 Maintain individual and group/community confidentiality according to organisational policies and procedures.</p>
4. Negotiate solutions.	<p>4.1 Use communication skills to maintain positive interactions and build mutual understanding of the group/community issues of concern.</p> <p>4.2 Acknowledge and show respect for different opinions and perspectives.</p> <p>4.3 Identify and support opportunities for group/community members to participate in the advocacy process.</p> <p>4.4 Maintain focus on the key issues to be resolved.</p> <p>4.5 Monitor progress and continue follow up activities until a resolution or decision is reached.</p> <p>4.6 Provide regular progress information to the group/community.</p> <p>4.7 Reflect on and evaluate successes, failures and the advocacy process to improve future advocacy activities.</p>
5. Promote group/community rights, needs and interests.	<p>5.1 Promote group/community rights, needs and interests inside and outside of the organisation within the scope of own authority.</p> <p>5.2 Identify and use appropriate forums to discuss and promote group/community rights, needs and interests with colleagues and other health service providers.</p> <p>5.3 Share information with colleagues and other health service providers about changing group/community needs.</p> <p>5.4 Identify and make suggestions about ways to improve services to groups and the community.</p> <p>5.5 Follow up suggestions through internal processes and external forums.</p> <p>5.6 Reflect group/community values, beliefs and approaches to healing in communications with others.</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 varied, unfamiliar and potentially complex information about health services
Writing skills to:	<ul style="list-style-type: none"> summarise key information from group/community consultations structure and draft documentation that integrates and links information from diverse sources to create a cohesive argument use drafting and proofreading strategies.
Oral communication skills to:	<ul style="list-style-type: none"> ask open and closed probe questions and actively listen during group/community interactions facilitate group consultations make structured oral presentations.
Problem-solving skills to:	<ul style="list-style-type: none"> develop options to address group/community concerns that may compete with other organisations' priorities.
Technology skills to:	<ul style="list-style-type: none"> create, structure and format digital documentation to support advocacy activities.
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 HLTAADV004 Advocate on behalf of groups or the community
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PERFORMANCE EVIDENCE	<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"> ■ with and for one community group or organisation: <ul style="list-style-type: none"> ◦ identify one issue of concern through consultation with the community group or organisation ◦ develop options to address the concern ◦ develop one advocacy action plan ◦ present the community group or organisation's point of view according to the plan using both of the following: <ul style="list-style-type: none"> ● oral presentation ● written documentation ◦ use communication and negotiation skills to reach an agreement on one disputed issue ◦ produce a brief written or verbal report that outlines successes and failures of the advocacy process and how future advocacy activities may be improved ■ participate in one group discussion with internal and external colleagues about community rights, needs and interests: <ul style="list-style-type: none"> ◦ highlight and provide comment on one issue based on experience with groups, organisations or the community ◦ make suggestions about potential systemic ways to improve services for community groups, organisations or the wider community.
KNOWLEDGE EVIDENCE	<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: <ul style="list-style-type: none"> ◦ maintaining confidentiality of group and community information ◦ formatting and presenting documentation to external parties ◦ job role boundaries for representing groups, organisations or the community in external forums ■ basic aspects of the legal and ethical framework that underpins advocacy work in Aboriginal and or Torres Strait Islander contexts: <ul style="list-style-type: none"> ◦ key purpose of the Universal Declaration of Human Rights ◦ definition of human rights, including the basic types of human rights ◦ overview of key content of federal, state or territory laws that exist to protect people from discrimination and breaches of human rights ◦ meaning and local relevance of the key rights expressed in the United Nations Declaration on the Rights of Indigenous Peoples: <ul style="list-style-type: none"> ● self-determination ● participation in decision-making ● respect for and protection of culture ● equality and non-discrimination ■ key priorities identified in current national, and local state or territory Aboriginal and Torres Strait Islander health plans, policies and initiatives ■ linkages between global declarations, plans, policies, or initiatives, and those at an Australian national level, and state or territory and local community level ■ typical advocacy roles of Aboriginal and/or Torres Strait Islander health services or centres and workers at different levels of seniority ■ types of groups or organisations for whom advocacy services can be provided, and overview of common concerns, to include: <ul style="list-style-type: none"> ◦ families ◦ elder councils ◦ youth groups

	<ul style="list-style-type: none"> ◦ community organisations ■ protocols for obtaining permission to advocate on behalf of groups, organisations and the community ■ local community consultation protocols and appropriate consultation methods for different types of groups, organisations and communities ■ common types of health-related concerns in Aboriginal and or Torres Strait Islander communities: <ul style="list-style-type: none"> ◦ access to services ◦ cultural safety ◦ quality of services ◦ issues of discrimination ■ types of agencies to whom advocacy may be directed for different types of issues and the philosophies, systems and procedures that govern their operation: <ul style="list-style-type: none"> ◦ health services (own and others) ◦ government agencies – local, state/territory and federal ◦ other community organisations ■ typical considerations for determining the most appropriate communication method for a specific advocacy situation: <ul style="list-style-type: none"> ◦ agency procedures and specific information requirements ◦ complexity of the issue or the information to be presented ◦ geographical location of parties ■ the importance of evidence-based information and the types of information needed to support advocacy action ■ communication techniques that support effective advocacy and their application to different situations ■ typical forums for discussing and promoting rights, needs and interests: <ul style="list-style-type: none"> ◦ workplace meetings, both formal and informal ◦ public and community meetings ◦ consultation meetings.
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ASSESSMENT CONDITIONS	<p>Skills can be demonstrated through:</p> <ul style="list-style-type: none"> ■ work activities completed within an Aboriginal/and or Torres Strait Islander health service, or ■ simulations and case studies completed within a training organisation, based on comprehensive information about the advocacy needs of actual or simulated groups, organisations or communities. <p>Assessment must ensure the use of:</p> <ul style="list-style-type: none"> ■ interaction with Aboriginal and/or Torres Strait Islander groups, organisations or communities, and with external agencies either through actual work activities or simulations ■ policy and service information from health services providers ■ current national, and local state or territory Aboriginal and Torres Strait Islander health plans, policies and initiatives ■ computer and software programs used to produce text documents and digital presentations ■ organisational policies and procedures for: <ul style="list-style-type: none"> ○ maintaining confidentiality of group and community information ○ formatting and presenting documentation to external parties ○ job role boundaries for representing groups, organisations or the community in external forums <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 worker or practitioner, or ■ be a registered health practitioner or an advocate 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.
LINKS	Companion Volume Implementation Guide