

UNIT CODE	HLTAHPR001
UNIT TITLE	Develop health promotion programs
APPLICATION	<p>This unit describes the performance outcomes, skills and knowledge required to plan, organise and evaluate health promotion programs to address identified needs in Aboriginal and/or Torres Strait Islander communities. It requires the ability to use critical thinking, planning and collaboration skills. Programs may be diverse in nature and may include health assessment, screening, prevention and education activities. Activities could be short term or ongoing.</p> <p>The development of health care programs is covered in another unit.</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	Nil
COMPETENCY FIELD	Health Promotion
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. Establish community needs and program scope.	<p>1.1 Use holistic approaches that support the community to take a self-determination approach to health.</p> <p>1.2 Identify community representatives and other individuals and organisations who play a role in local community health promotion.</p> <p>1.3 Create a process for community representatives and other individuals and organisations to be consulted on health promotion activities.</p> <p>1.4 Identify and assess existing community information and research that provides data about diseases of high incidence and health education needs and priorities.</p> <p>1.5 Consult with colleagues to obtain their perspectives and feedback on health promotion needs and service gaps.</p> <p>1.6 Identify and assess available existing and potential human, financial and physical resources and the implications for program planning and implementation.</p>
2. Plan health promotion programs.	<p>2.1 Follow agreed consultation and collaboration processes.</p> <p>2.2 Develop specific program objectives and key performance indicators.</p> <p>2.3 Determine program delivery methods according to community needs and operational constraints or opportunities.</p> <p>2.4 Determine human, financial and physical resource requirements and the actions required to facilitate their availability.</p> <p>2.5 Identify and incorporate evaluation criteria and processes.</p> <p>2.6 Document plans that include clear actions, responsibilities and timelines for implementation.</p> <p>2.7 Obtain organisational and community approval for proposed program, according to community protocols.</p>
3. Organise and develop program resources.	<p>3.1 Follow organisational procedures for accessing additional financial resources.</p> <p>3.2 Identify existing content resources from credible sources and gain required approvals to use or adapt.</p> <p>3.3 Use and adapt existing content resources to suit program objectives and the characteristics and special needs of local participants.</p> <p>3.4 Identify and access relevant subject matter experts for resource development based on specific program needs.</p> <p>3.5 Organise required training based on the program plan.</p>
4. Communicate program details.	<p>4.1 Identify key internal and external health services stakeholders who need to be made aware of the program.</p> <p>4.2 Determine the best ways of providing information about the program based on its scope and specific audience needs.</p> <p>4.3 Provide information about the program and how it will be implemented to the community and other stakeholders.</p> <p>4.4 Identify local roles and responsibilities for activity delivery and consult with colleagues to plan practical details.</p>
5. Evaluate health promotion programs.	<p>5.1 Evaluate health promotion programs against agreed criteria.</p> <p>5.2 Identify program strengths and areas for improvement.</p> <p>5.3 Use information to identify gaps and further opportunities.</p> <p>5.4 Communicate evaluation outcomes to relevant stakeholders to inform future planning.</p> <p>5.5 Use evaluation as the basis for advocacy activities related to health promotion.</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 familiar organisational procedures ■ interpret varied, unfamiliar and potentially complex information about health issues from research reports.
Writing skills to:	<ul style="list-style-type: none"> ■ structure and draft program planning documentation ■ integrate and link information from diverse sources in program content resources.
Oral communication skills to:	<ul style="list-style-type: none"> ■ ask open and closed probe questions and actively listen during team and community interactions.
Numeracy skills to:	<ul style="list-style-type: none"> ■ interpret data about existing financial resources and health research ■ make estimates of additional financial resource requirements.
Teamwork skills to:	<ul style="list-style-type: none"> ■ work collaboratively with both internal and external colleagues.
Planning and organising skills to:	<ul style="list-style-type: none"> ■ establish implementation plan that involves diverse logistical elements.
Technology skills to:	<ul style="list-style-type: none"> ■ create, structure and format digital planning documentation.
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 HLTAHPR001 Develop health promotion programs
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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"> ■ develop one structured health promotion program for an Aboriginal and/or Torres Strait Islander community that includes: <ul style="list-style-type: none"> ◦ two different sources of local community information as the basis for development ◦ a documented development, implementation and evaluation plan ◦ content and implementation resources tailored to local needs ◦ supporting materials to promote the program ■ consult with all of the following in the process of developing the program: <ul style="list-style-type: none"> ◦ community members ◦ internal colleagues ◦ external colleagues ■ for an actual program delivered, or according to case study information: <ul style="list-style-type: none"> ◦ evaluate the effectiveness of program delivery ◦ identify program strengths and areas for improvement.
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"> ◦ obtaining additional financial resources ◦ obtaining program approval ■ World Health Organization definition of health promotion and the three basic strategies: <ul style="list-style-type: none"> ◦ advocate (to boost the factors which encourage health) ◦ enable (allowing all people to achieve health equity) ◦ mediate (through collaboration across all sectors) ■ roles and responsibilities of different people and organisations involved in health promotion and the role of collaboration: <ul style="list-style-type: none"> ◦ internal ◦ external ■ culturally appropriate consultation processes on health promotion issues ■ types of information that inform health promotion programs: <ul style="list-style-type: none"> ◦ community health profile and other local research ◦ observations and anecdotal evidence from service provision ◦ health research and strategies developed by state or territory and federal governments ■ current local health issues and priorities ■ types of health promotion activities that may be included in an overall program and their relevance to the local community: <ul style="list-style-type: none"> ◦ education activities ◦ health assessment programs ◦ screening and prevention programs ◦ environmental health ■ different ways of delivering health promotion programs: <ul style="list-style-type: none"> ◦ one-to-one interactions during service provision ◦ face-to face or online seminars, workshops and information sessions (one-off or ongoing) ◦ printed or digital information distribution ◦ school and community group visits ■ key stages of the program planning cycle and the requirements at each stage in the context of health promotion:

	<ul style="list-style-type: none"> ◦ research ◦ planning ◦ development ◦ implementation ◦ evaluation <ul style="list-style-type: none"> ■ considerations for program content development: <ul style="list-style-type: none"> ◦ how to define what content is needed for different program and activity types ◦ information sources for specific health content ◦ tailoring of content and delivery method to local participant needs, and ensuring content is culturally appropriate ◦ how to identify when specialist expertise may be needed ◦ techniques for timetabling and mapping out group sessions ■ types of communication strategies for encouraging use of the health promotion programs ■ methods used to evaluate health promotion programs: <ul style="list-style-type: none"> ◦ staff and client evaluation questionnaires ◦ debriefs with those delivering specific activities ◦ evaluation of complaints or problems with service provision ◦ data collected on uptake of program activities.
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 ■ project activities and case studies completed within a training organisation, based on comprehensive information about the community and the operation of an actual or simulated health service. <p>Assessment must ensure the use of:</p> <ul style="list-style-type: none"> ■ interaction with internal, external and Aboriginal/and or Torres Strait Islander community stakeholders either through actual work activities or simulations ■ information and research about local community health issues ■ computer and software programs used to produce text documents ■ organisational policies and procedures for: <ul style="list-style-type: none"> ◦ obtaining additional financial resources ◦ obtaining program approval. <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 a health educator or program manager 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
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