

UNIT CODE	HLTAHPR004
UNIT TITLE	Promote awareness and early detection of diabetes
APPLICATION	<p>This unit describes the performance outcomes, skills and knowledge required to provide clients with information about diabetes, its prevalence in Aboriginal and/or Torres Strait Islander populations, and to encourage early detection and prevention of certain types.</p> <p>It requires the ability to discuss risk factors, ways to reduce the risk of diabetes, and to inform clients about diabetes 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.</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>
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. Provide information on diabetes and its incidence.	<p>1.1 Communicate consistently in culturally appropriate and safe ways with clients, using plain language.</p> <p>1.2 Provide information about the incidence of diabetes in Aboriginal and/or Torres Strait Islander communities.</p> <p>1.3 Explain the differences between preventable and non-preventable diabetes and the nature of type 1 diabetes as an autoimmune condition.</p> <p>1.4 Discuss impacts, potential complications and diabetes as a condition that can be managed.</p> <p>1.5 Use visual aids and provide culturally appropriate consumer based education resources about diabetes to support client understanding.</p> <p>1.6 Encourage client questions and check understanding of information through appropriate questioning.</p>
2. Discuss diabetes risk factors and healthy lifestyle choices.	<p>2.1 Explain risk factors for type1, 2 and gestational diabetes in the context of local community, cultural and family issues.</p> <p>2.2 Provide information on ways to reduce the risk of type 2 and gestational diabetes.</p> <p>2.3 Provide information about nutrition and lifestyle choices, and impact of unhealthy choices, including alcohol and smoking.</p> <p>2.4 Provide consumer based education resources and information on nutrition, exercise and weight management.</p>
3. Promote early detection of diabetes.	<p>3.1 Discuss common early warning signs and other symptoms of diabetes, the potential for diabetes to remain undiagnosed and progress, 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 diabetes.</p> <p>3.3 Promote availability of diabetes screening programs and advise how clients can access services.</p> <p>3.4 Describe diabetes screening procedures in ways that reduce client resistance and fear of participating.</p>
4. Encourage clients to discuss health concerns.	<p>4.1 Provide opportunities for clients to share information about their health.</p> <p>4.2 Establish trust with client by demonstrating and respecting confidentiality.</p> <p>4.3 Support clients to identify and discuss any health concerns that could indicate diabetes.</p> <p>4.4 Recognise situations requiring further investigation 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>
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 plain language consumer based education resources.
Oral communication skills to:	<ul style="list-style-type: none"> provide information to clients using plain language and terms easily understood ask open and closed probe questions and actively listen to determine client understanding of information.
Numeracy skills to:	<ul style="list-style-type: none"> interpret statistics presented as percentages and in charts and graphs.
Learning skills to:	<ul style="list-style-type: none"> use information provided in credible evidence based consumer resources to update and extend knowledge of diabetes.
UNIT MAPPING INFORMATION	No equivalent unit. (New Unit)
LINKS	Companion Volume Implementation Guide

TITLE	Assessment Requirements for HLTAHPR004 Promote awareness and early detection of diabetes
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"> provide information about diabetes to Aboriginal and/or Torres Strait Islander clients to include: <ul style="list-style-type: none"> two individual clients one group of a minimum of three people on each occasion: <ul style="list-style-type: none"> provide information covering: <ul style="list-style-type: none"> the incidence of diabetes in Aboriginal and/or Torres Strait Islander communities type 1, type 2 and gestational diabetes, and the early warning signs and symptoms of each the nature of type 2 diabetes as a progressive condition functional impacts on body organs and systems potential serious diabetes related complications diabetes risk factors and healthy lifestyle choices that can reduce risk the importance of early detection diabetes screening programs and test procedures seek and evaluate feedback from clients and provide to relevant people within the health service discuss health concerns with two clients and respond by coordinating follow up assessments or appointments.
KNOWLEDGE EVIDENCE	Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational procedures for responding to client disclosure of health concerns
- how to access current and credible:
 - consumer based education resources about diabetes
 - statistics for diabetes in Aboriginal and/or Torres Strait Islander and other Australian populations
 - visual aids for diabetes education
- for the three main types of diabetes - type 1, type 2 and gestational:
 - how they contrast
 - plain language definitions and explanations
 - early warning signs
 - symptoms
 - basic knowledge of how the function of body organs and systems are impacted
 - overview of main complications sufficient to understand that other resultant serious diseases or conditions can occur, to include
 - heart disease
 - stroke
 - retinal damage (vision impairment and blindness)
 - chronic kidney disease
 - sexual dysfunction
 - nerve damage, infection, potential for amputation
 - adverse outcomes of gestational diabetes for mothers and their babies
- prevalence and statistical incidence of diabetes and diabetes related complications in Aboriginal and/or Torres Strait Islander populations compared to non-Aboriginal and/or Torres Strait Islander populations
- modifiable and non-modifiable risk factors for diabetes:
 - smoking
 - physical inactivity
 - unhealthy nutrition and body weight
 - consumption of alcohol at unsafe levels
 - ageing
 - genetics
 - family history of diabetes
 - high blood pressure
 - impacts of certain medications
 - gestational diabetes (potential to develop type 2)
 - other autoimmune conditions
- the importance of clients modifying their lifestyle to reduce the risk of type 2 diabetes
- key elements of national guidelines for physical activity
- key elements of national guidelines for healthy eating and for weight loss and management
- the impact of early detection and treatment on:
 - progression of diabetes
 - reducing the risk of diabetes related complications
- for screening:
 - reasons for screening healthy and asymptomatic people
 - importance of health assessments and screening tests in the early detection and treatment of diabetes
 - diabetes screening programs available in the local community, state or territory, how to access these and any associated costs and benefits paid
 - diabetes screening procedures
 - general and cultural factors that influence an individual's decision to participate in screening programs
- appropriate actions to take in response to disclosure of health concerns:
 - completing an immediate health assessment and providing referrals
 - assisting clients to make appointments with medical practitioners for

	<ul style="list-style-type: none">◦ diagnosis or referral◦ activating follow up to ensure clients are tested■ methods used to evaluate health education activities:<ul style="list-style-type: none">◦ client evaluation questionnaires◦ informal conversations with clients◦ self-reflection on client responses to information including any difficulties in understanding■ ways that Aboriginal and/or Torres Strait Islander health workers and practitioners can:<ul style="list-style-type: none">◦ provide feedback on diabetes awareness activities◦ contribute to the evaluation and planning of overall education and prevention programs.
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<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 people, 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 people. <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"> ■ current consumer based education resources about different types of diabetes from credible sources ■ dietary and exercise guidelines from credible sources which could include those produced by government agencies and diabetes support services ■ organisational procedures for responding to client disclosure of health concerns. <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 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>