

<b>UNIT CODE</b>	<b>HLTAADV001</b>
<b>UNIT TITLE</b>	<b>Support clients to access health services</b>
<b>APPLICATION</b>	<p>This unit describes the performance outcomes, skills and knowledge required to communicate basic service information to clients, explain client needs to service providers and provide routine client support with practical issues such as appointment scheduling and transport.</p> <p>This unit is specific to Aboriginal and/or Torres Strait Islander people working under supervision to support the provision of 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.</p>
<b>PREREQUISITE UNIT</b>	Nil
<b>COMPETENCY FIELD</b>	Advocacy
<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. Support clients to communicate with service providers.	1.1 Use culturally appropriate and safe communication when working with client. 1.2 Support client to communicate in their preferred language and organise any required interpreting services. 1.3 Provide clear explanation of services offered by specific health service providers to client and or significant others. 1.4 Identify and use appropriate visual aids and other resources to support client understanding. 1.5 Confirm client understanding of information. 1.6 Ask open questions to establish specific client needs.
2. Assist service providers to understand client needs.	2.1 Communicate client needs to health service providers based on information provided by client and or significant others. 2.2 Give health service providers relevant supporting information about local community values, beliefs and language. 2.3 Follow organisational procedures for maintaining confidentiality of client information.

3. Provide practical support.	3.1 Identify practical support that would assist client to access health services. 3.2 Organise practical support based on individual client needs. 3.3 Provide clear and accurate information to client and or significant others about arrangements made. 3.4 Make follow up contact with client and or significant others to reconfirm services and encourage their use. 3.5 Contact client and or significant others after use of services according to organisational procedures.
<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 basic information about practical aspects of health services.</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>record basic service and client details when making practical arrangements.</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>ask open and closed probe questions and actively listen to determine client needs and understanding of information provided</li> <li>provide clear information to service providers about client needs.</li> </ul>
Numeracy skills to:	<ul style="list-style-type: none"> <li>interpret, use and communicate temporal data, including minutes, hours, days and weeks</li> <li>schedule practical support services.</li> </ul>
Teamwork skills to:	<ul style="list-style-type: none"> <li>work effectively as a link between client and health service providers.</li> </ul>
Planning and organising skills to:	<ul style="list-style-type: none"> <li>schedule and organise practical support services.</li> </ul>
Technology skills to:	<ul style="list-style-type: none"> <li>use digital devices to organise practical support services.</li> </ul>
<b>UNIT MAPPING INFORMATION</b>	No equivalent unit.  For details, refer to the full mapping table in the Draft 2 Validation Guide.
<b>LINKS</b>	Companion Volume Implementation Guide

<b>TITLE</b>	<b>Assessment Requirements for HLTAADV001 Support clients to access health services</b>
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<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>■ support five different Aboriginal and/or Torres Strait Islander clients to access health services, according to their individual needs</li> <li>■ across the five clients collectively, assist with five different types of health services</li> <li>■ for each of the five clients:             <ul style="list-style-type: none"> <li>○ explain key service information and clarify client needs</li> <li>○ provide information about client needs to health service providers with relevant supporting information</li> <li>○ identify and organise two different types of practical support.</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 procedures for:             <ul style="list-style-type: none"> <li>○ maintaining confidentiality of individual and community information</li> <li>○ organising and following up practical support services</li> </ul> </li> <li>■ interpreter services available in the local area</li> <li>■ basic features of local and regional health services:             <ul style="list-style-type: none"> <li>○ overarching service philosophy</li> <li>○ types of services provided</li> <li>○ schedule of days and times for services offered</li> <li>○ terms used to describe services</li> <li>○ how to make appointments</li> <li>○ type of client information needed by service providers</li> </ul> </li> <li>■ types of individual and local community values and beliefs that may be important to clients in accessing health services:             <ul style="list-style-type: none"> <li>○ gender roles</li> <li>○ kinship relationships</li> <li>○ relationship between client and significant others</li> <li>○ use of bush medicines and the role of traditional healers</li> <li>○ preferred language and ways of communicating</li> <li>○ previous individual or community experiences</li> </ul> </li> <li>■ types of practical support needed by individual clients, and how to organise:             <ul style="list-style-type: none"> <li>○ health service appointments</li> <li>○ carer services for children or older people</li> <li>○ transport to and from health service locations</li> <li>○ accommodation.</li> </ul> </li> </ul>

<b>ASSESSMENT CONDITIONS</b>	<p>Skills can be demonstrated through:</p> <ul style="list-style-type: none"> <li>■ work activities completed within an Aboriginal/and or Torres Strait Islander health service, <b>or</b></li> <li>■ simulations and case studies completed within a training organisation, based on comprehensive information about clients and health service providers.</li> </ul> <p>Assessment must ensure the use of:</p> <ul style="list-style-type: none"> <li>■ interaction with Aboriginal and/or Torres Strait Islander clients and health service providers either through actual work activities or simulations</li> <li>■ local and regional health service provider information</li> <li>■ organisational procedures for: <ul style="list-style-type: none"> <li>○ maintaining confidentiality of individual and community information</li> <li>○ organising and following up practical support services.</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 or a community services worker 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