

UNIT CODE	HLTAHPR002
UNIT TITLE	Promote awareness and early detection of cancer to men
APPLICATION	<p>This unit describes the performance outcomes, skills and knowledge required to provide clients with information about cancer, its prevalence in Aboriginal and/or Torres Strait Islander populations, and to encourage early detection. Information would be provided about cancers that are particular to males as well as other cancers that affect both males and females.</p> <p>It requires the ability to discuss risk factors, ways to reduce the risk of cancer, and to inform clients about cancer screening programs. It covers the coordination of follow up for any clients who advise of any cancer 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 men's and other cancers and their 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 cancer in Aboriginal and/or Torres Strait Islander communities.</p> <p>1.3 Explain to clients the nature of different types of cancer.</p> <p>1.4 Use visual aids and provide culturally appropriate consumer based education resources about cancer to support client understanding.</p> <p>1.5 Encourage client questions and check understanding of information through appropriate questioning.</p>
2. Discuss cancer risk factors and healthy lifestyle choices.	<p>2.1 Explain risk factors for different types of cancer in the context of local community, cultural and family issues.</p> <p>2.2 Provide information on ways to reduce the risk of cancer.</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 cancer.	<p>3.1 Discuss common signs and symptoms of cancer 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 cancer.</p> <p>3.3 Promote availability of cancer screening programs and advise how clients can access services.</p> <p>3.4 Describe screening test procedures in ways that reduce client resistance and fear of participating.</p>
4. Encourage clients to discuss cancer 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 cancer.</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 cancer.
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 HLTAHPR002 Promote awareness and early detection of cancer to men
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 cancer to Aboriginal and/or Torres Strait Islander clients to include: <ul style="list-style-type: none"> ○ two individual male 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 men's and other cancers in Aboriginal and/or Torres Strait Islander communities ● the nature of different types of men's and other cancers, and any particular type relevant to the client/s ● cancer risk factors and healthy lifestyle choices that can reduce risk ● signs and symptoms of men's and other cancers ● the importance of early detection ● cancer screening programs and test procedures for men's and other cancers ○ seek and evaluate feedback from clients and provide to relevant people within the health service ■ discuss cancer health concerns with two clients and respond by coordinating follow up assessments or appointments.
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 procedures for responding to client disclosure of health concerns. ■ how to access current and credible: <ul style="list-style-type: none"> ○ consumer based education resources about cancer ○ statistics for cancer in Aboriginal and/or Torres Strait Islander and other

- Australian populations
 - visual aids for cancer education
- plain language:
 - definitions of cancer
 - explanations of how cancer multiples
 - explanations of metastasis
 - analogies that can be used to explain cancer and its spread including the weed analogy
- prevalence and statistical incidence of cancers in Aboriginal and/or Torres Strait Islander populations compared to non-Aboriginal and/or Torres Strait Islander populations
- the survival and mortality rates for Aboriginal and Torres Strait Islander people and why outcomes are generally worse than for other Australians
- for men's cancers in particular and for other cancers prevalent in Aboriginal and/Torres Strait Islander populations, to include at least bowel, liver, lung, prostate and testicular cancers:
 - the statistical incidence
 - general nature and impacts
 - signs and symptoms
- the statistical incidence and nature of breast cancer in men
- modifiable and non-modifiable risk factors for cancer:
 - smoking
 - physical inactivity
 - unhealthy nutrition and body weight
 - consumption of alcohol at unsafe levels
 - use of illicit drugs
 - unsafe sexual practices
 - ageing
 - genetics
 - family history of cancer
 - exposure to UV radiation from the sun
 - exposure to carcinogens in the workplace
 - complications of Hepatitis B virus (HBV) and hepatitis C virus (HCV) infections
- cancers caused by the human papillomavirus (HPV), Hepatitis B virus (HBV), and the role of vaccinations
- the importance of clients modifying their lifestyle to reduce the risk of cancer
- 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 cancer outcomes
- for screening:
 - reasons for screening healthy and asymptomatic people
 - importance of health assessments and screening tests in the early detection and treatment of cancer
 - types of cancers for which there are screening tests and:
 - national screening programs available and how to access these
 - screening programs available in the local community, state or territory, how to access these and any associated costs and benefits paid
 - the procedures for a range of cancer screening tests and examinations, including those for bowel and prostate cancer
 - general and cultural factors that influence an individual's decision to participate in screening programs
- appropriate actions to take in response to disclosure of cancer 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 cancer 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>Assessments must respect the client's (or group's) cultural beliefs about gender roles and Aboriginal and/or Torres Strait Islander men's and women's business. Depending on circumstances, the learner may or may not be able to provide cancer education to clients of the opposite gender. This must be determined prior to any assessment activity for this unit.</p> <p>Assessment must ensure the use of:</p> <ul style="list-style-type: none"> ■ current consumer based education resources about different types of men's and other cancers from credible sources ■ dietary and exercise guidelines from credible sources which could include those produced by government agencies and cancer 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.
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LINKS	Companion Volume Implementation Guide
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