



# Trainer's guide

HLT07 Health Training Package

Series 11 Flexible Learning Toolbox

Supporting resources for:

HLT21307 Certificate II in Aboriginal and/or  
Torres Strait Islander Primary Health Care



flexible  
learning  
**Toolboxes**

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# Section 1 General overview of the Toolbox

## Introduction

### Toolbox purpose

This Toolbox provides a valuable source of training material for delivery of HLT21307 Certificate II in Aboriginal and/or Torres Strait Islander Primary Health Care.

The Toolbox provides a media-rich learning environment combining advice and information from Aboriginal and Torres Strait Islander community members as well as Aboriginal and Torres Strait Islander health practitioners and non-Aboriginal and Torres Strait Islander health practitioners who work with Aboriginal and Torres Strait Islander peoples.

The Toolbox's purpose is to develop an understanding and knowledge of the impact of social, political, economic and environmental factors on Aboriginal and Torres Strait Islander peoples as a foundation to working as health practitioners in a culturally safe way. The skills developed will have broad applications, not just in the health sector. Learning objectives could easily be transferred to the education, housing, financial, and business sectors.

### Toolbox components

Besides its content, the Toolbox includes the following components.

#### Trainer's guide

This trainer's guide is available from the index page, or from the CD-ROM. The focus is on providing directions to trainers, facilitators and assessors about how to use each component of the Toolbox to best meet learner needs. The trainer's guide provides:

- detailed information about the program – its aims, context, content, assessment approach, recognition strategies, sample pathways, learner characteristics and learning activities
- guidance and hints about supporting learners in a flexible learning environment. Advice includes:
  - roles in a flexible learning framework
  - communication strategies to engage learners
  - challenges to consider
  - tips and strategies to reinforce the electronic material.

#### About the trainer's guide

This trainer's guide has been developed to support you in delivering this particular unit of competency as part of the Certificate II in Aboriginal and/or Torres Strait Islander Primary Health Care. It explains all the activities the Toolbox contains, and offers suggested customisation and delivery strategies that will provide you with the opportunity to maximise the learning experience for your online group, and take full advantage of the collaborative learning environment that can be achieved through facilitated discussions and information-sharing among the group of learners.

The purpose of this trainer's guide is to assist trainers who wish to use the Toolbox as a source of learning support in the development of their own teaching programs.

The guide shows how the Toolbox resources can be effectively used to deliver a coherent program and will include assessment strategies. It is written in a non-prescriptive way, with the assumption that you will want to select aspects of the Toolbox, substitute others, and customise the resource for your own audiences to include learners with language, literacy and numeracy needs.

The guide is organised into four sections.

- Section 1 General overview of the Toolbox
- Section 2 Advice on getting started
- Section 3 Description of tasks and activities
- Section 4 Online teaching strategies

## Qualification supported

This Toolbox supports HLT21307 Certificate II in Aboriginal and/or Torres Strait Islander Primary Health Care. The unit of competency addressed is:

- HLTAHW201A Work with Aboriginal and/or Torres Strait Islander clients.

All learning activities have been mapped back to the unit of competency, so that learners and trainers can monitor progress effectively.

## Target audiences

### Learners

The learner target audience is a diverse group. Traditionally, women have predominated in Aboriginal and Torres Strait Islander health worker positions but there is a trend for more males to enter this field of practice. There is an expectation that many learners will:

- have limited experience of formal education
- use English as a second or third language
- have limited experience using online learning resources
- have a working knowledge of some parts of Aboriginal and/or Torres Strait Islander culture
- have the basic skills and knowledge required in the role of a health practitioner.

The skills and knowledge addressed in this unit underpin work functions that involve the delivery of any aspect of health services or health support services to members of Aboriginal and Torres Strait Islander communities. Essential skills and knowledge that learners require to study this unit of competency include:

- Aboriginal and/or Torres Strait Islander issues including Aboriginal and/or Torres Strait Islander community perceptions of issues affecting them, and underlying causes
- non-Aboriginal and/or Torres Strait Islander community perceptions of Aboriginal and/or Torres Strait Islander issues and underlying causes
- Aboriginal and/or Torres Strait Islander history including:
  - history, social structures, beliefs and values of traditional and contemporary Aboriginal and/or Torres Strait Islander communities in Australia
  - effects of colonisation as experienced by Aboriginal and/or Torres Strait Islander peoples
  - historical dilemmas faced by Aboriginal and/or Torres Strait Islander peoples (for example, acknowledging or denying Aboriginality)
- impacts of government policies and legislation and their impact on Aboriginal and/or Torres Strait Islander communities.
- ability to communicate effectively and establish a relationship of trust with clients
- initiate appropriate actions in response to assessment and in accordance with organisation procedures and protocols for commonly-presented health conditions.



## **Trainers**

This Toolbox may be useful for delivery by:

- workplace trainers in one-on-one or group training situations
- teachers and/or trainers in face-to-face learning environments
- facilitators of online learning programs.

## **Recognition of prior learning (RPL) and assessment**

Throughout this Toolbox, learners are asked to complete activities and assessment tasks. These activities and tasks are designed to develop their competence in HLTAHW201A Work with Aboriginal and/or Torres Strait Islander clients from the Certificate II in Aboriginal and/or Torres Strait Islander Primary Health Care. The completed activities become part of the learner's assessment portfolio. Learners present their portfolios to you, their trainer.

The recognition of prior learning (RPL) process may apply to some of your learners. In these cases, learners may be able to provide you with evidence of their competence in the unit, and in demonstrating that evidence to you, they may take an express learning pathway through the Toolbox. They may gather evidence by completing the summative assessment tasks, or by gathering workplace evidence for presentation to you. Some learners may identify skill or knowledge gaps and choose to do relevant activities from the unit before collecting evidence for assessment. Others may go straight to the collecting of evidence for assessment.

Evidence that learners gather for assessment should:

- support what they know
- help them work out what they don't know yet
- identify the gaps in their learning
- work out how they can fill those gaps.

After interview and in negotiation with you, learners may engage in some or none of the Toolbox's learning activities and assessment tasks.

When you interview learners to determine if they are eligible for RPL, you must ensure that you are prepared with:

- interview questions that map appropriately to the requirements of the unit of competency
- responses that you would expect a learner who is suitable for RPL to make.

## **Examples of evidence for RPL**

Some examples of different types of evidence that learners could provide as part of the recognition of prior learning process include:

- a resume describing where they have worked (either paid or in a voluntary capacity)
- certificates or statements of attainment that relate to this unit of competency
- evidence of qualifications obtained that relate to this unit of competency
- records of workplace meetings (either paid or in a voluntary capacity)
- testimonials from clients
- job descriptions/role statements
- job cards
- photographs, samples of work

- records of formal or informal training/professional development they may have done that relates to this unit of competency
- references
- discussing work they have done, and where they have done it, with a trainer or assessor
- demonstrating the relevant task to a trainer or assessor (either in the workplace, volunteer group, or place of training).

## **Examples of RPL/express pathways**

### **Sally**

Sally is a recent school leaver who has no skills or qualifications in the health industry. She approaches you to apply for RPL for this unit of competency. After interview, you recommend that she undertakes the full learning journey through the Toolbox, as she is not able to provide evidence that she meets the unit's requirements at all.

### **Brian**

Brian has some work experience in the health industry. He provides evidence of this experience to you. This includes workplace references and a current position description. After interview, you recommend that he works through specified learning resources in the Toolbox, and applies for RPL for the remaining sections of the Toolbox.

### **Mitch**

Mitch has a nursing qualification and work experience in the health industry. He provides a copy of his qualifications, a current position description, and workplace references to you. After interview, you recommend that he applies for RPL for all the learning resources and assessment tasks in the Toolbox.

## **Teaching and learning strategy**

### **Learning emphasis**

The emphasis is on providing learners with a wealth of experience through interviews and stories from community members and health practitioners, and successful health promotion programs. The Toolbox is supported by case studies and activities for learners. Perspectives from Aboriginal and Torres Strait Islander community members and health practitioners in remote, rural, regional and metropolitan Australia are included.

### **Design and development**

The Toolbox is designed and developed to ensure:

- maximum flexibility for learners, trainers and assessors – flexibility is enhanced by the inclusion of a variety of activities and tasks to reinforce learning points
- readability levels are appropriate to the target audience
- recognition of the complex and individual nature of learners
- recognition of the importance of material that is culturally appropriate and reflects the diversity of Australian culture
- customisation capacity – learning segments can be combined to meet the needs of specific groups of learners
- portability – the Toolbox is designed to be used on commonly available existing hardware and software systems.

## **Toolbox structure, context and key features**

### **Unit of competency**

This Toolbox covers the following unit of competency:

HLTAHW201A Work with Aboriginal and/or Torres Strait Islander clients

This unit deals with the skills, cultural values and knowledge that underpin effective health work with Aboriginal and/or Torres Strait Islander clients. The unit aims to articulate these and provide a basis for acquisition of additional knowledge and skills where required.

### **Performance criteria**

After completing this unit of competency, learners should be able to:

- work in the context of Aboriginal history
  - taking into account the national history of Aboriginal and Torres Strait Islander peoples
  - considering the impact of social, political, economic and environmental factors
- work in a culturally safe manner
  - delivering services safely as limited by their own levels of competence and responsibility, in line with policy, regulation and community protocol
  - maintaining confidentiality of client information
  - considering and respecting local community values, beliefs and gender roles when providing health care.

### **The learning context**

To provide an authentic learning context, the Toolbox's stories and activities are set in the context of a conference for Aboriginal and Torres Strait Islander health workers. The Toolbox setting invites intuitive exploration with many aspects of investigation. Learners require minimal literacy skills to engage with the learning. The learner is encouraged to explore stories set in a range of locations from metropolitan, to regional, rural, and remote. The experiential approach is supported with activities whereby learners use experiences from their own communities to explore the similarities and differences between the Toolbox stories and those of their local communities.

The Toolbox contributes a significant collection of current community and health practitioner knowledge from across Australia. The Toolbox has relevance for teachers and learners wherever they are located and offers options for customisation to the local community.

### **Key features**

Content will include a mix of media including audio interviews, graphics and print to provide a series of storylines that provide the learner with:

- samples of the diversity of Aboriginal and Torres Strait Islander history and culture
- various perspectives and positive examples of people working with Aboriginal and Torres Strait Islander people as health practitioners.

Instructional audio and narrative are used extensively as these are traditional and preferred methods of communication in Aboriginal and Torres Strait Islander communities.

The Toolbox provides learners with a number of learning pathways from which they can choose the one that best suits their needs. All aspects of the unit of competency are covered, with particular attention to the required underpinning skills and knowledge.

## **Learning points**

Learners will be guided through the learning points to ensure they understand the key concepts. These will be complemented by a series of activities used to demonstrate application and engage the learner. For example, community members' expectations of culturally safe working practices are covered through a series of interviews and case studies or stories.

## **Stories**

Stories in real-life settings act as a stimulus, giving learners illustrations of how improved understanding of requirements can enhance their work practices. The stories connect with the learning points across elements and the unit of competency.

## **Tasks and activities**

Tasks and activities - some interactive, some not - are provided at appropriate points to help confirm learners' understanding, and build to complete or contribute to the final assessment(s) of competence.

## **Assessment activities**

Assessment activities, formative and summative, are used to reinforce theoretical components and challenge learners.

## **Icons**

Icons are used throughout the Toolbox to signal learning activities or relationships between learning media.

## **Access and equity**

The Toolbox provides Aboriginal and Torres Strait Islander learners with an easily accessible resource that they can use to obtain knowledge and develop professional skills. It also provides appropriate Aboriginal and Torres Strait Islander role models and context, relevant to the learners.

The trainer and learner target audiences may be located in remote, rural or urban communities. Consideration of this need requires approaches that are sensitive to, and cater to, the meeting of Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander understandings of the health industry and its processes and practices.

The Toolbox can be adapted and modified to fit local Aboriginal and Torres Strait Islander community requirements as necessary. Much of the core information in this Toolbox is communicated in audio as well as in plain English text. For many of the trainers and learners who will use this Toolbox, English is a second or third language, and providing audio helps involve those who may be disadvantaged because of this. The use of audio and pictures/graphics also reflects traditional Aboriginal and Torres Strait Islander methods of education.

## Section 2 Advice on getting started

### Toolbox implementation guide

A copy of the Toolbox implementation guide can be found at:

<http://toolboxes.flexiblelearning.net.au/documents/index.htm>

It has been designed to help you get started with your Toolbox project, and is based on the experiences of training providers nationally who have been working with Toolbox products over the last few years.

The implementation guide focuses mainly on supporting teachers who are involved in Toolbox product implementation, but will also be a useful reference for technical, support, and other staff. It contains four main sections.

1. Finding your way around Toolbox products – things you should know
2. Different ways you can use your Toolbox product for training delivery and support
3. Planning for the implementation of your Toolbox product
4. Further reading and helpful websites

### Approach to competency assessment

The assessment of a unit of competency requires the gathering of evidence of underpinning knowledge and practical skills. This is largely done through the assessment tasks that are an integral part of this Toolbox.

As part of an evidence portfolio for underpinning knowledge, an assessor may also gather this Toolbox's completed learning journeys, completed activities (completed online or face-to-face by the learner), and contributions made during online discussions.

The practical performance of skills may be carried out in a simulated work environment but it is strongly recommended that they be performed under a partnership arrangement in a workplace.

### Hardware and software requirements

The majority of the Toolbox's content has been produced using HTML. This allows for easy alteration when using the appropriate web page authoring software. Due to the nature of the medium used (the Web), there is no need for editing followed by recompiling, so once an edit is made, the page can reside on the Web without further development.

Databases and video will not be used in the Toolbox to maximise portability.

### Customising the Toolbox

The Toolbox is designed so that it can be customised to suit your learners. You can customise the Toolbox through:

- basic programming
- substitution of the downloadable/printable documents in the Toolbox
- packaging the learning objects.

The modular structure of the website allows for the alteration of individual pages, removing the need to republish the entire site. This feature also allows the learner to view material in digestible chunks, and for implied learning paths. By not enforcing the learning path, flexible navigation can occur across the Toolbox. Basing the site design on templates and cascading style sheets allows the appearance of the site to be customised easily.

The Toolbox tasks and activities have been designed to stand alone, or be packaged with other learning activities to form a new learning object. The Toolbox is produced using standard web development techniques, and tested in common browsers. All rich media contained in the pages is developed using Macromedia Flash®, which is supported by browser plug-ins on the target machine and is not reliant on server-side processing. These

design considerations provide the portability to deliver the pages via any common browser platform.

## **Underpinning knowledge and skills**

The skills and knowledge addressed in this Toolbox underpin work functions that involve the delivery of any aspect of health services or health support services to members of Aboriginal and Torres Strait Islander communities.

Through the unit of competency identified, learners should have developed the skills, cultural values and knowledge that underpin effective health work with Aboriginal and Torres Strait Islander clients.

## Section 3 Description of tasks and activities

### Overview of learning sequence

The Toolbox's learning materials are collected into the five workshops that the conference features.

Each workshop maps to an element from the unit of competency as follows. All elements of the unit of competency are mapped.

Workshop title	Element from unit of competency
History and its impact on health	Work in the context of Aboriginal history taking into account the national/local history of Aboriginal and Torres Strait Islander people as a factor in working with those people
Other impacts on health	Work in the context of Aboriginal history considering the impact of social, political, economic and environmental factors on Aboriginal and/or Torres Strait Islander people
Delivering health services	Work in a culturally safe manner by delivering services safely as limited by own level of competence and responsibility and in line with organisation policies, regulatory requirements and community protocols
Maintaining confidentiality	Work in a culturally safe manner by maintaining confidentiality of client information regardless of personal, family and community pressures or status
Work with your local community	Work in a culturally safe manner by considering and respecting local community values, beliefs and gender roles when providing health care to Aboriginal and/or Torres Strait Islander people

Craig, the conference facilitator, welcomes learners to each workshop with a brief explanation of the workshop's purpose. He introduces the workshop facilitators who each have a story to tell, and invites learners to whet their learning appetites by listening to some of the presenters before asking learners to engage more fully with the learning resources.

Learners then familiarise themselves with the conference pack that accompanies the workshops. Each page of the conference pack contains links to the learning resources pertaining to that particular workshop. Workshops are identified by colour throughout the Toolbox.

The first document on each page of the conference pack is that workshop's learning journey. This dynamic document provides the learning pathway and suggests the sequence in which learners can interact with the resources provided. This interaction is cued via the use of icons.



Think about



Discuss



Write



Listen to



Read



Activity

You may want to ask learners to download this document to the hard drives on their computers, so that they can complete it and hand it in to you as part of their formative assessment. Alternatively, the document can be completed as a paper-based engagement.

The learning journey can be customised for a specific audience or cohort of learners by separating the learning journey into several parts.

The other links on the conference pack page are all resources that learners will need in order to complete their learning journey for that workshop. Resources for each workshop comprise:

- a selection of fact sheets, policy templates, report and policy summaries, strategy documents, as appropriate to the workshop
- a communication activity
- an interactive activity that learners complete online.

Each of the workshop presentations is integrated into the learning journey as well.

Completion of the *History and its impact on health* and *Other impacts on health* workshops enable the learner to try the 'Talk to your community' assessment task.

Completion of the *Delivering health services*, *Maintaining confidentiality* and *Working with your local community* workshops enable the learner to try the 'Talk to a health worker' assessment task.

## Prior knowledge and skills

It would be helpful for learners to have reasonable communication skills to engage successfully with the learning resources in this Toolbox.

## Assessment suggestions

This Toolbox provides materials that can be used as evidence of competency. However, these should be supplemented by practical assessment tasks. When you assign assessment for the unit of competency, you should be guided by HLT07 Health Training Package's range statement and evidence guide.

## Range statement

The range statement explains the scope and context of the unit of competency, allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

## **Cultural respect**

This competency standard supports the recognition, protection and continued advancement of the inherent rights, cultures and traditions of Aboriginal and Torres Strait Islander peoples. It recognises that the improvement of the health status of Aboriginal and Torres Strait Islander peoples must include attention to physical, spiritual, cultural, emotional and social wellbeing, community capability, and governance.

Its application must be culturally sensitive and supportive of traditional healing and health, knowledge, and practices.

## **Community control**

Community participation and control in decision making are essential to all aspects of health work, and the role of the health worker is to support the community in this process.

## **Supervision**

Supervision must be conducted in accordance with prevailing state/territory and organisational legislative and regulatory requirements. References to supervision may include either direct or indirect supervision of work by more experienced workers, supervisors, managers, or other health professionals.

A person at this level should **only** be required to make decisions about clients within the organisation's standard treatment protocols and associated guidelines.

## **Legislative requirements**

Federal, state or territory legislation may impact on workers' practices and responsibilities. Implementation of the competency standards should reflect the legislative framework in which a health worker operates. Assessment in the workplace or through simulation should address all essential skills and knowledge documented for this unit of competency.

Aboriginal and Torres Strait Islander health workers may be required to operate in situations that do not constitute 'usual practice' due to lack of resources, remote locations and community needs. As a result, they may need to possess more competencies than described by 'usual practice circumstances'.

Under all circumstances, the employer must enable the worker to function within the prevailing legislative framework.

## **History of Aboriginal and Torres Strait Islander peoples**

The history of Aboriginal and Torres Strait Islander peoples includes:

- Aboriginal and Torres Strait Islander customs and lifestyle before European colonisation
- Aboriginal and Torres Strait Islander experience of colonisation and invasion
- post-colonial legacy of social and economic disadvantage
- survival and maintenance of culture, kinship and connection with the land.

## **Other factors that impact on Aboriginal and Torres Strait Islander peoples**

Other factors that impact on Aboriginal and Torres Strait Islander peoples include:

- health outcomes
- stolen generations
- colonisation and invasion
- land rights and native title
- dispossession
- acts of government including assimilation policies

- racism
- employment
- poverty
- police-community relations
- housing
- education
- substance abuse
- acculturation
- political leverage
- history of Aboriginal and Torres Strait Islander community-controlled health services.

### **Barriers to access and equity**

Barriers to access and equity in relation to Aboriginal and Torres Strait Islander peoples' health may include:

- racism, including community and institutionalised racism
- discrimination
- provision of essential services and infrastructure
- lack of coordination of government at all levels
- inadequate resources/funding
- lack of community control and ownership
- lack of political leverage
- language barriers
- disease focus of mainstream healthcare delivery
- differences in concept of ill-health
- geographic access to primary health care and specialist health services
- cultural barriers such as poison cousin and kinship barriers.

### **Evidence guide**

The evidence guide identifies the critical aspects of assessment, and the essential knowledge and skills to be demonstrated to confirm competency in the particular unit. The evidence guide is an integral part of the assessment of competency and it should be read carefully in conjunction with the range statement, elements and performance criteria.

### **Critical aspects of assessment**

Evidence should demonstrate the learner's ability to work consistently in a culturally safe manner with and on behalf of Aboriginal and/or Torres Strait Islander clients in line with identified community needs and workplace requirements.

### **Conditions of assessment**

This unit of competency includes skills and knowledge specific to Aboriginal and/or Torres Strait Islander culture. Assessment must therefore be undertaken by a trainer/workplace assessor who has expertise in the unit of competency or who has the current qualification being assessed and who is:

- Aboriginal and/or Torres Strait Islander him/herself, or
- accompanied and advised by an Aboriginal or Torres Strait Islander person who is a recognised member of the community with experience in primary health care.

## Context of assessment

Competence should be demonstrated working individually, under supervision, or as part of a primary health care team working with Aboriginal and/or Torres Strait Islander clients. Assessment should replicate workplace conditions as far as possible.

## Interdependence of units

This unit may be assessed independently or in conjunction with other units with associated workplace application.

## Other assessment options

The Toolbox's assessment can be customised by you to suit your learners. Some learners may not perform well when using written forms of assessment. It is worthwhile to consider other options that learners can use to demonstrate their competency.

### Observation of workplace performance

- You will need a well-planned observation guide.
- If you use this method of assessment, you will need to combine it with other methods to fully assess underpinning knowledge.

### Simulation

- Role plays can assess negotiation or consultation skills.
- Simulations are also useful for overcoming ethical issues when direct observation in the workplace is not appropriate.

### Interview/dialogue

- You could present case scenarios and ask learners how they would respond.
- Include questions to assess underpinning knowledge.
- Interviewing improves access and equity, and when integrated with observation of performance, can assess understanding in context.
- Interviews may be conducted face-to-face, or online using voice tools.

## Assessment tasks for this Toolbox

### Talk to your community

This assessment task is based on a need for you as an Aboriginal and Torres Strait Islander health worker to understand how national and local history of Aboriginal and Torres Strait Islander peoples can affect health. It will help you in your work to also understand how social, political, economic and environmental factors such as housing and education also have an impact on health.

### Which workshops does this assessment task relate to?

- History and its impact on health
- Other impacts on health

### What is the assessment task?

Your assessment task is to interview a person or some people in your community about the impact some of the events and government policies of recent times have had on the health of the Aboriginal and Torres Strait Islander peoples living in the local community.

It is important to be well prepared for the interview as you might be asking people about personal and perhaps some worrying issues. There are tips for interviewing on the 'Maintaining confidentiality' page in the conference pack. Have a look at that if you would

like more information about preparing for an interview.

Record your questions and the answers you have been given. This could be a written report of the interview, a video, a digital story or an audio recording. It could also be a combination of these.

Specifically, in your report:

- include the five key points you learned that will help you in your role as an Aboriginal and Torres Strait Islander health worker
- demonstrate how you would apply each key point in the workplace
- identify how you would know if your strategies worked or not.

### **What topics might be covered?**

Ask people some general questions about health issues for them and the local community, for example, 'What are the health issues in our community?' Then ask some specific questions, for example, 'What impact has loss of land had on the health of our community?'

Some of the events and government policies that may have affected the health of people in your local community are:

- stolen generation
- loss of land
- financial problems
- overcrowded housing
- lack of services such as water and electricity
- limited education
- discrimination and racism
- drug and alcohol misuse
- poor nutrition
- difficulties accessing health services.

Other events, issues and activities that may have impacted on health could be:

- availability of additional housing
- extended health service provision such as the opening of an Aboriginal and Torres Strait Islander Health Service or the employment of an Aboriginal and Torres Strait Islander Health Education Officer
- health promotion activities such as breakfasts for school children
- maternal and child health clinics
- diabetes programs
- services to assist people deal with alcohol and drug misuse.

It may help to find out what some of the local issues and events are before you start planning your interview.

### **Where can I get help to complete the assessment?**

Your trainer can give you more information and suggestions about how you might approach this assessment task.

### **How can I submit the assessment task?**

Your trainer will tell you how you can submit this task.

## **Talk to a health worker**

This assessment task is based on a need for you as an Aboriginal and Torres Strait Islander health worker to work in a culturally safe manner. To work effectively you must:

- deliver health services safely according to your level of training, skills, ability and job responsibility
- deliver health services according to your organisation's policies, regulatory requirements and community protocols
- maintain confidentiality of client or patient information regardless of personal, family and community pressures or status
- recognise and respect local community values, beliefs and gender roles when providing health care.

## **Which workshops does this assessment task relate to?**

- Delivering health services
- Maintaining confidentiality
- Working with your local community

## **What is the assessment task?**

Your assessment task is to interview another health practitioner about how he or she provides health services and meets the needs of the local community in a culturally safe manner.

It is important to be well prepared for the interview as you might be asking people about personal and perhaps some worrying issues. There are tips for interviewing on the 'Maintaining confidentiality' page in the conference pack. Have a look at that if you would like more information about preparing for an interview.

Record your questions and the answers you have been given. This could be a written report of the interview, a video, a digital story or an audio recording. It could also be a combination of these.

Specifically, in your report:

- include the five key points you learned that will help you in your role as an Aboriginal and Torres Strait Islander health worker
- demonstrate how you would apply each key point in the workplace
- identify how you would know if your strategies worked or not.

## **What topics might be covered?**

Ask some general questions about working as a health practitioner in the local community, for example, 'What are your responsibilities as a health practitioner?' Then ask some specific questions, for example, 'How did you find out what your responsibilities are?'

Some possible questions include the following.

- What policies does your organisation have that you have to follow to ensure your practices are culturally safe and protect client/patient confidentiality?
- What regulatory requirements guide your work?
- Are there any community protocols you need to know about to do your job well? If there are, what are they? How could you find out about specific community protocols?
- What does maintaining confidentiality mean in your work?
- How do you deal with pressure from people to breach confidentiality?

- What local community values and beliefs do you need to be aware of in your job as a health practitioner working with Aboriginal and Torres Strait Islander peoples?
- What do you need to be aware of about gender roles when working as a health practitioner with Aboriginal and Torres Strait Islander peoples?

**Where can I get help to complete the assessment?**

Your trainer can give you more information and suggestions about who you might interview and how you might approach this assessment task.

It is important to be well prepared for the interview.

**How can I submit the assessment task?**

Your trainer will tell you how you can submit this task.

## Section 4 Online teaching strategies

### Preparing learners to use to the Toolbox

It is important to prepare learners to use the Toolbox. As a trainer, you should consider the following information when you are introducing the use of Toolboxes into your delivery.

- Set aside enough time to familiarise yourself with the Toolbox, so that you can support your learners effectively.
- Plan ahead, obtain management support, set realistic timeframes for implementation, and gain support from the learner's employer before introducing the Toolbox.
- Be aware of legislation that may impact on the flexible delivery of the Toolbox, for example, learners working from home.
- Integrate the Toolbox into training delivery, as you would any new training resource.
- Provide an orientation to the Toolbox in a practical face-to-face session where learners actually use it. Include clear instructions about how you want learners to work with the Toolbox. Define the communication methods that will be used during the implementation of the Toolbox.
- You may need to provide instructions to learners about how to use communication tools such as email, discussion boards, or online chat.
- If you are delivering the Toolbox online, email may be your preferred method of communication with your learners. Make sure that you have an organised system for storing the emails you receive, especially if learners' email contributions form part of their assessment.
- If you are not meeting learners face-to-face regularly, keep in contact with them through your agreed communication method.
- Set targets for learning by creating clear timeframes. This gives you and the learners frameworks to operate within, so that you know what to do and when to do it.

### Social networking, collaboration and interaction

Teaching in an online environment focuses on facilitating and guiding the learner's progress. Learners have significant learning resources available to them in the Toolboxes, in the workplace, and on the internet. Helping your learners navigate this information and pinpoint the relevant materials to meet performance criteria is your central role as a trainer. You should provide a clear statement of learning objectives and regular feedback to your learners. This helps monitor their progress.

Learners communicate with one another in new and different ways every day, and email and bulletin boards are not always the preferred options. Mobile phones, text messaging, and creating and sharing media files such as videos and podcasts are other common forms of communication that people currently use. It follows that if these tools can be used in communication every day, they can be used in education as well.

Social networking tools allow you to assist learners to network with other learners as they complete Toolbox activities.

For example, you can ask learners to create networks by:

- sharing their work in weblogs, for example, writing their own blog or sharing mobile phone photos in moblogs
- collaborating with others to develop documents, for example, using wikis to put together a project report

In an online learning environment, email and engagement with other technologies such as wikis, blogs, podcasts, and virtual conferencing can prove to be excellent and powerful communication tools.

For information and ideas about how to use these and other forms of online communication and collaboration, refer to 'Your guide to social e-learning' at [http://socialelearning.flexiblelearning.net.au/social\\_elearning/index.htm](http://socialelearning.flexiblelearning.net.au/social_elearning/index.htm)

The guide provides information about how to decide which software tools are best for your needs, and the needs of your learners. There are also strategies about how to most effectively use these tools, and case studies to inspire and motivate you to try them with your students. For each tool, the guide also provides:

- a rationale for its use
- whether or not it is right for you
- the steps involved in using it
- tips for getting started
- how to plan and check activities.

Toolboxes are designed to encourage learner collaboration through communication tools and you should decide how to set up this collaboration. The activities are customisable, depending on requirements. For example, you might set up a topic on a wiki that includes a start and finish date, and that has a proportion of final assessment weighted to participation. You could notify your learners of these requirements on the wiki. The wiki (and other tools) is a useful record of learner contributions for assessment purposes.

Online communication will only work if there is a sense of team collaboration, and it is important that you think about how you develop this team environment. 'Your guide to social e-learning' also provides information about how you can create and foster this collaboration between your learners.

## **Communication activities**

### **Starting together as a group**

Try using an online icebreaker with your learners. If it is your intention that learners work together online, it is important that you give them the opportunity to meet one another using that medium before more serious learning begins.

Websites like <http://www.thiagi.com> link to online games that you could use as icebreakers.

Group work can be done online, through email, chat or discussion boards. Keep groups small, with no more than four learners. Provide parameters for the groups to operate within, for example, by setting timelines. As part of group work, ask learners to contribute a self-assessment that reflects on their collaborative skills and provides you with more information if you are considering using the group work as an assessment item.

Provide guidelines on how you expect your learners to work together, for example, entirely online, or via a mix of face-to-face and online communications.

### **Implementing the group work ideas**

Here are some other types of group activities that you may like to adapt. They are in a (very) rough order from easiest to hardest for learners to do online.

#### **Debate**

Turn the group work topic into a debate. Assign teams to the 'yes' and 'no' cases, choose an adjudicator, and hold the debate using the discussion board or chat.

#### **At the coalface**

Focusing on a particular topic, learners tell each other about their own experiences at work. It is usually easy for most people to talk about their own experiences. The questions

you set for the group should also encourage some critical reflection, for example, 'What would you do differently?'

### **Web quest**

Learners find good websites on a particular topic. The main idea behind a web quest is to search for answers to a problem or a 'quest' on the internet and then feed the information back to the group either informally or in a report. This can be through discussion, contributions to a group report assembled via instant messaging, and emailed contributions in a text document. You can set different groups to research different aspects, or problems, or workplace practices. This is a good way to develop web research skills and collaboration skills at the same time. This would be particularly useful in the tasks relating to legislation and policy.

### **Workplace research**

Use team research to direct learners to look at a particular issue/problem/process in their workplace(s). Put learners in small teams and have them report back to the larger group.

### **Peer review**

Learners team up with a study buddy and give structured feedback on each other's work on a given task. This is useful for encouraging group collaboration and support, and to practise the important skill of giving and receiving feedback. Use the process of 'praise–improvement–praise' to facilitate this.

### **Role plays**

Use role plays when practising an interpersonal skill is relevant, for example, dealing with a client. Use role plays carefully as they require some skill on the part of the facilitator. Ensure that debriefing occurs to deal with any issues that come up as the group reflects on and evaluates the interactions. The actual learning comes from this post role-play session.

### **Preparing learners to use the materials**

It is important to include ways of preparing learners to use the materials. The following tips for trainers and learners highlight important information you should consider when you are introducing the use of Toolboxes to your curriculum.

- As a workplace trainer or supervisor, it is important to set aside adequate time to familiarise yourself with the Toolbox and its resources so that you can properly support your learners. Trainers have reported the greatest successes when they first familiarised themselves with the Toolbox, integrating it with their course, developing student activities and additional material, and thus guiding the learners through using the Toolbox.
- It is also important to plan ahead and obtain management support, set realistic timeframes for implementation and gain support from the learner's employer before introducing the Toolbox.
- Make sure that you are aware of legislation which may impact on flexible delivery of the Toolbox, for example, learners working from home, traineeship agreements.
- In a 2003 evaluation of Toolboxes, the overall message from trainers that 'structure means success' reflects their recognition that effort is required to integrate the Toolbox into their teaching delivery, just as is building in any new teaching resource. Flexible delivery is not about leaving learners alone to learn for themselves, but about using a new medium as part of an overall teaching delivery structure that is well defined.
- Feedback from the same evaluation of Toolboxes suggests that orientation sessions appeared to be a feature of the more successful trials. Providing orientation to the Toolbox in a practical, face-to-face session with learners actually using the Toolbox is clearly a key to success. It provides a mixture of technical and pedagogical assistance that aligns the Toolbox with the curriculum and the course.

- If you have included an orientation section in the actual Toolbox, strongly encourage learners to work through the orientation before they begin working on the Toolbox, so that they can familiarise themselves with the resources used in the activities.
- If you choose to include discussion board exercises, you will need to set up discussion threads prior to commencing the activity. You will also need to advise learners of these requirements if you have not included instructions in the Toolbox content.
- You should also encourage learners to use the discussion board to ask for assistance if they are unsure of where to find a resource. You may need to provide instructions to the learners on how to use communication tools such as email, discussion boards, or online chat.
- If you are delivering the program online, email will be the primary method of communication with your learners, so ensure that you have a clear system of email folders for managing traffic.
- Send a weekly email to all learners with reminders of the tasks that should be completed, the tasks in progress with reminders for times of chats or forums during that week. Alerting learners to activities for which they should be undertaking individual learning prior to a group activity in the week to come can also be helpful. You might comment on the quality of work in the preceding week and provide tips and encouragement for the task at hand.
- Be clear about timeframes by setting targets for learning. These can help you with your online lesson planning. You will need to set frameworks so that learners know what to do, and when to do it.
- If you manage a very large group of learners, create a sense of community online by setting up study groups of four to eight students, all of whom begin the unit at more or less the same time. This makes it easier for learners to gain the benefits of social learning and to form networks as they study.
- Once you have set up the study group, facilitate an online icebreaker activity when learners start the unit.
- Plan ahead and be clear to your learners about which group work activities you expect them to complete.
- When learners are about to start an online group activity, send them an email with instructions on what teams they will be in or whose job it is to start a round robin activity. Do not presume learners will work it out.
- Establish whether your learners have completed any previous units online. This way you can gauge how much support you will need to provide to coach learners in development of online learning skills, as well as the content in the units. You will probably find learners require different levels of support. In the first few weeks, get a clear picture of how each learner is coping, to enable early intervention.

## Listing references

The preferred style for citations and references is the Harvard style, as detailed in the following publication.

Commonwealth of Australia 2002, *Style manual for authors, editors and printers*, 6th edn, John Wiley, Australia.

Here are some common examples of referencing using the Harvard system.

### Books

Lave, J 1988, *Cognition in practice*, Cambridge University Press, Cambridge.

Malinowske, W, Smith, AA & Jones, P 2001, *The art and science of communication*, Platypus Press, Melbourne.

### Journals

Somekh, B & Davies, R 1991, 'Towards a pedagogy for information technology', *The Curriculum Journal*, vol. 2, pp. 153-170.

### Websites

Pearson, M 1999, *Online study skills guide*, date accessed 16/9/1999,

<<http://www.hud.ac.uk/schools/skills/referen.htm>>

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