

Specification of Competency Standards
for the Elderly Care Service Industry
Unit of Competency

Functional Area - Clinical Care

Title	Conduct Health Education
Code	106007L5
Range	This Unit of Competency is applicable to in the elderly care service industry who provide clinical care to elderlies. The Competency involves critical analysis and rearrangement of relevant information. Employees are required to assess and analyse the healthcare needs of the elderlies and their caretakers, choose proper health education content and educate them via appropriate methods, so as to help them establish a healthy lifestyle and prevent diseases .
Level	5
Credit	4 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on health education</p> <p style="padding-left: 40px;">Be able to</p> <ul style="list-style-type: none"> • Understand the definition and concept of health • Understand the physiological, psychological, social and spiritual changes that the elderly experience • Understand the ways to improve health, such as: <ul style="list-style-type: none"> ○ Healthy lifestyle habits, such as quitting smoking and heavy drinking ○ Healthy diet ○ Regular and frequent exercises ○ Regular body check-ups ○ Maintain a positive mind set ○ Ways to relieve stress ○ Maintain social life • Understand different diseases, including the causes, signs and symptoms, diagnosis and treatment for common diseases • Understand the different level of disease prevention <ul style="list-style-type: none"> ○ Primary prevention: Prevent disease ○ Secondary prevention: Detect signs and symptoms, early diagnosis and reduce risk of recurrence ○ Tertiary prevention: Treat diseases appropriately and prevent complications • Understand the common misconceptions about health and diseases among the elderlies and their caregivers such as: <ul style="list-style-type: none"> ○ Confusion between degenerative signs and pathological symptoms ○ exercise causes arthritis and pain ○ reducing activity is the best way to prevent falls • Understand the current health related issues in the society including spreading of infectious diseases, healthcare policies and welfares • Master the methods and skills of conducting health education, such as: <ul style="list-style-type: none"> ○ Seminars, workshops, groups, leaflets, carnivals ○ Promotion ○ Manpower and resources • Learn about relevant resources for materials and information on health education, such as: <ul style="list-style-type: none"> ○ Department of Health ○ Leisure and Cultural Services Department ○ Patient support groups, medical information websites <p>2. Conduct health education</p>

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	<p>Be able to</p> <ul style="list-style-type: none"> • Assess the needs of the elderlies and their caregivers to determine the direction when conducting health education, such as: <ul style="list-style-type: none"> ○ Changes in degenerative process of the elderly ○ Common diseases of the elderly and ways to prevent them ○ Specific health conditions of individual elderlies and their caregivers ○ Organizing health check-up events, such as blood pressure measurement, blood glucose test, mental health questionnaires • Arrange health education to meet the needs of the elderlies and their caregivers • Design and carry out plans of health education, such as: <ul style="list-style-type: none"> ○ Setting health education topics ○ Setting the aims of the events ○ Identifying the speakers required ○ Identifying the target audience and expected number of attendees ○ Determining ways to conduct education, time and date ○ Arranging required resources ○ Deciding on budget ○ Arranging manpower ○ Formulating promotion plan. • Ensure the content of health education is straight forward and easy to follow, so that the elderlies and their caregivers can grasp the concepts easily • Invite relevant professionals to help explain certain content and conduct health education if necessary, such as medical specialists, clinical psychologists and dietitians • Collect updated information and key health-related topics relevant to the community, and pass such information to the elderlies and their caregivers • Review the effectiveness of the projects and propose ways to improve health education plans <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> • Ensure health education plans use accurate and up-to-date health information to achieve the expected outcome • Select suitable teaching materials and methods to address the differences among the elderly audience, such as education levels, hearing and seeing abilities
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> • Ability to assess the healthcare needs of the elderlies and their caregivers; to design a feasible health education plan to improve their health; and • Ability to revise and adjust the health education plans, to optimize the plan to ensure the health education content suits the needs of the elderlies and their caregivers
Remark	<p>Employees implanting this Unit of Competency are supposed to have knowledge on common diseases among the elderly and ways to promote their health .</p>