

# SUBJECT OUTLINE



Subject Name:

## Clinical Skills 2

Subject Code:

## HMCL312

### SECTION 1 – GENERAL INFORMATION

**Award/s:** Bachelor of Health Science (Naturopathy) **Total course credit points:** 128 **Level:** 3<sup>rd</sup> Year  
**Duration:** 1 Semester  
**Subject Coordinator:** Mercedes Diverio (Sydney Campus)  
**Subject is:** Core **Subject Credit Points:** 4

#### Student Workload:

No. timetabled hours per week:	No. personal study hours per week:	Total hours per week:
6	4	10

#### Delivery Mode:

Face to face 2 x 3 hours lectures/workshops  
Intensive Details: Summer School - contact hours are delivered over 5 weeks with 4 x 4hrs per week.  
Assessment: Skill Development for intensive delivery is assessed in class.  
Iris Analysis Skills Check for intensive delivery is due to be uploaded by Sunday on week 2.  
Case Study Analysis A & B for intensive delivery are due to be uploaded by Sunday on week 3 (A) & week 4 (B) of the Summer School period.  
Final Practical exam for the intensive is completed in week 6.  
Full Time  
Part Time

**Pre-requisites:** HMCL211, BIOP211, BIOC211, NMDF121, WHMF212

**Co-requisites:** BIOE221, HMCL223, BIOS222, WHMC311

**Special resource requirements:** Endeavour College Clinic Handbook  
Iris magnifier torch  
Stethoscope, Sphygmomanometer, Timing device, Penlight, Thermometer, Measuring tape, Percussion (reflex) hammer  
For the Client Management Workshop sessions, students are required to dress in professional business attire as outlined in the *Professional Dress Standards* section of the Clinic Handbook.

### SECTION 2 – ACADEMIC DETAILS

#### Subject Rationale

Clinical Skills 2 focuses on client-practitioner rapport, clinical case taking and the integration of clinical examination techniques, all designed to assist the transition from classroom theory to clinical case management. Students will integrate knowledge and clinical skills and develop appropriate client management strategies. This subject further develops students' ability to evaluate and manage clients and their presenting conditions through the processes of case-taking, health assessment, and therapeutic strategy planning. Students will further develop these skills by observing fellow students and lecturers taking cases in an active, structured manner and participate in clinical case discussion. Students will develop clinical thinking and case management skills, and determine therapeutic strategies and treatment plans in the context of holistic philosophy and theory.

### Learning Outcomes

1. Integrate holistic medicine philosophy and principles into client evaluation and management.
2. Evaluate and apply the Therapeutic Order in the development of reasonable and realistic treatment strategies, including short and long-term goals, expected outcomes, and appropriate follow-up.
3. Demonstrate professional written and oral communication and thorough record keeping skills.
4. Demonstrate thorough, succinct case presentations.

### Assessment Tasks

Type	Learning Outcomes Assessed	Session Content Delivered	Session Due	Weighting
<b>Skill Development</b> (100% attendance and active participation required)	1-4	1-26	1-26	Pass/Fail
<b>Iris Analysis Skills Check</b>	1	2-4	Sunday following Session 10	20%
<b>Case Study Analysis (A)</b> (750-1000 words)	1,2,3	1-12	Sunday following Session 16	15%
<b>Case Study Analysis (B)</b> (750-1000 words)	1,2,3	1-20	Sunday following Session 22	15%
<b>Practical Exam (30 mins)</b>	1-4	1-26	Practical Exam Period	50%
The overall pass rate for this subject is 50%				

#### Prescribed readings:

1. Jarvis, C. (2015). *Physical examination & health assessment* (7th ed.). St Louis, MO: Elsevier. [ebook available]
2. Lloyd, I. (2009). *The energetics of health: A naturopathic assessment*. Edinburgh, Scotland: Churchill Livingstone Elsevier. [ebook available]

#### Recommended readings:

1. Conway, P. (2011). *The consultation in phytotherapy: A herbal practitioner's approach to the patient*. Edinburgh, Scotland: Churchill Livingstone Elsevier. [ebook available]
2. Hauser, W., Karl, J., & Stolz, R. (2000). *Information from structure and colour*. (F. Kerschbaumer, Trans.). Heimshem, Germany: Felke Institut.
3. Leach, M. (2010). *Clinical decision making in complementary & alternative medicine*. Sydney, NSW: Churchill Livingstone Elsevier. [ebook available]
4. Sarris, J., & Wardle, J. (Eds.). (2014). *Clinical naturopathy: An evidence-based guide to practice* (2nd ed.). Sydney, NSW: Churchill Livingstone Elsevier. [ebook available]
5. Smith, F. (2008). *An introduction to the principles and practices of naturopathic medicine*. Toronto, Canada: CCNM Press.
6. Tart-Jensen, E. (2012). *Techniques in iris analysis: Textbook for iridology*. USA: Infinite Iris.

Subject Content		
Week	Lecture/Workshop	Lecture/Workshop
1.	Session 1 <b>Introduction to Clinical Skills 2</b> <ul style="list-style-type: none"> <li>• Subject outline, Assessments</li> <li>• Co-requisites (HMCL223 &amp; BIOE221)</li> <li>• SOAP algorithm review</li> <li>• Objective (O) data within SOAP algorithm</li> <li>• Physical examinations</li> <li>• Laboratory evaluations</li> <li>• Imaging studies</li> <li>• Screening &amp; confirmation tests</li> </ul>	Session 2 <b>Iris Analysis: Introduction</b> <ul style="list-style-type: none"> <li>• Scope of iris analysis as a health assessment tool</li> <li>• Iris analysis &amp; Naturopathic principles, Therapeutic Order &amp; Process of Disease &amp; Health</li> </ul> Anatomy of the eye & iris zones
2.	Session 3 <b>Iris Analysis: Iris fibre density &amp; texture</b> <ul style="list-style-type: none"> <li>• Iris fibre grading: Silk, cotton, linen, hessian, net</li> <li>• Fibre signs: radial, transverse, thin, thick</li> <li>• Iris Analysis: Major body systems &amp; organs</li> <li>• Color &amp; pigment</li> </ul>	Session 4 <b>Iris Analysis: Classifications &amp; constitutions</b> <ul style="list-style-type: none"> <li>• E.g. Lymphatic, Hematogenic</li> </ul>
3.	Session 5 <b>Iris Analysis: Iris Classifications &amp; constitutions continued</b> <ul style="list-style-type: none"> <li>• Biliary, and sub-types</li> </ul>	Session 6 <b>Iris Analysis:</b> <ul style="list-style-type: none"> <li>• Other signs (e.g. ANW, pupil)</li> <li>• Putting it all together</li> </ul>
4.	Session 7 <b>Iris Analysis: Integration</b> <ul style="list-style-type: none"> <li>• Integrating iris analysis findings into the health assessment &amp; treatment planning</li> <li>• Tongue analysis</li> </ul>	Session 8 <b>Assessment (A):</b> <b>Nail Diagnosis</b> <ul style="list-style-type: none"> <li>• Nutrient deficiency and disease associated Nail diagnosis</li> </ul> <b>Pre-Assessment considerations:</b> <ul style="list-style-type: none"> <li>• Working hypothesis of the pattern of disturbance</li> <li>• Differential diagnoses (DDX)</li> <li>• Duty of care</li> <li>• Medical red flags - referral</li> </ul>
5.	Session 9 <b>Assessment (A): Synthesis of subjective &amp; objective data</b> <ul style="list-style-type: none"> <li>• Incorporate diagnostic information</li> <li>• Holistic understanding of pathophysiology</li> <li>• Inclusion of causative/contributing factors</li> <li>• Analysis of presenting &amp; elicited complaints within holistic context &amp; philosophy</li> <li>• Case deconstruction</li> </ul>	Session 10 <b>Plan (P): Implementing therapeutic strategies</b> <ul style="list-style-type: none"> <li>• Obstacles to cure</li> <li>• Client education</li> <li>• Lifestyle modification &amp; goal setting</li> <li>• Realistic, reasonable treatment aims</li> <li>• Short vs. long-term goals</li> <li>• "First-visit" &amp; "Follow-up" strategies</li> <li>• Applying philosophy to client care</li> <li>• Implementation of treatment plan strategy</li> </ul>
6.	Session 11 <b>Plan (P): Implementing therapeutic strategies</b>	Session 12 <b>Case and presentation:</b> <ul style="list-style-type: none"> <li>• Combine pertinent clinical data</li> </ul>

	<ul style="list-style-type: none"> <li>• Treatment implications, indications &amp; limitations</li> <li>• Follow-up process: reviewing &amp; revising treatment plans</li> <li>• Compiling problem lists</li> <li>• “Peeling back the layers”</li> <li>• Restoration timelines &amp; expected outcomes</li> <li>• Utilising lowest force &amp; lowest risk strategies (Therapeutic Order)</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect data in a concise, focused manner</li> </ul> <b>Case Analysis &amp; Management:</b> <ul style="list-style-type: none"> <li>• Case demonstration</li> <li>• Deconstruction and discussion</li> </ul> Case study A given (due week 9)
7.	Session 13 <b>Client Management Workshop:</b> <ul style="list-style-type: none"> <li>• View Lecturer take case. Class to perform full analysis and plan of case.</li> <li>• Each session <i>from here on</i> in this subject, students will workshop the case of a real client presenting with a health condition that relates to one or more of the major body systems (e.g. gastrointestinal, neurological, respiratory, endocrine).</li> </ul> Students will: <ul style="list-style-type: none"> <li>• Gather subjective information from the client.</li> <li>• Obtain further needed <i>objective</i> data (physical examinations, laboratory or other diagnostic evaluations – iris, tongue, nail indicators) pertinent to establish an accurate <i>assessment</i> of the client’s presenting and underlying condition(s).</li> <li>• Determine degree of certainty of current working <i>assessment</i>, appreciate the likelihood of an inaccurate assessment, and the risks associated for the client.</li> <li>• Explore possibilities other than this current working <i>assessment</i> (considering differential diagnoses), and determine procedures for eliminating them as possibilities.</li> <li>• Summarise current working <i>assessment</i> and practice demonstrating thorough but succinct case presentations</li> <li>• Practice developing potential therapeutic plans: an overall treatment strategy including short- and long-term aims, expected outcomes, estimated time-frames, appropriate follow-up and pertinent client education.</li> </ul>	Session 14 <b>Client Management Workshop</b> <b>For the Client Management Workshop sessions students are required to dress in professional business attire as outlined in the Professional Dress Standards section of the Clinic Handbook</b> Ongoing practical case analyses: Students gather subjective information from a real client presenting with a health condition that relates to one or more of the major body systems (e.g. gastrointestinal, neurological, respiratory, endocrine), and determine & perform relevant <i>objective</i> measures necessary, then critically evaluate in-office data collected to complete an appropriate and thorough holistic <i>assessment</i> . Students will practice demonstrating succinct but thorough case presentations. From this working <i>assessment</i> , students will demonstrate knowledge and application of the therapeutic order in constructing a reasonable, overall treatment <i>plan</i> .
<b>NON-TEACHING WEEK</b> (note that make-up classes may be scheduled in this week) <b>Semester 1</b> - This aligns with the week after Easter so it may fall between weeks 6 to 8. <b>Semester 2</b> - The break week falls between Weeks 7 and 8.		
8.	Session 15 <b>Client Management Workshop</b> Ongoing practical case analyses as previously outlined	Session 16 <b>Client Management Workshop</b> Ongoing practical case analyses as previously outlined
9.	Session 17 <b>Client Management Workshop – as above</b>	Session 18 <b>Client Management Workshop – as above</b>

<b>10.</b>	Session 19 <b>Client Management Workshop – as above</b>	Session 20 <b>Client Management Workshop – as above</b> <b>Case study B given (due week 12)</b>
<b>11.</b>	Session 21 <b>Client Management Workshop – as above</b>	Session 22 <b>Client Management Workshop – as above</b>
<b>12.</b>	Session 23 <b>Client Management Workshop – as above</b>	Session 24 <b>Client Management Workshop – as above</b>
<b>13.</b>	Session 25 <b>Client Management Workshop – as above</b>	Session 26 <b>Clinic Orientation:</b> <ul style="list-style-type: none"> <li>• Discussion on clinic operations</li> <li>• Shift duration, responsibilities, assessments</li> <li>• Assessment tools</li> <li>• Discuss WWC &amp; Police clearances, 1st aid</li> <li>• Dispensary overview</li> <li>• Secondary/Primary roles &amp; responsibilities</li> <li>• Customer service skills</li> <li>• Practice promotion</li> </ul>
<b>14.</b>	<b>Non-Teaching Week / Practical Examination Week 1. Note that make-up classes may be scheduled in this week.</b>	
<b>15.</b>	<b>Non-Teaching Week / Practical Examination Week 2. Note that make-up classes may be scheduled in this week.</b>	
<b>16.</b>	<b>Final Exam Week 1</b> Please refer to the Exam Timetable for your local campus for the exact day and time of exam. NOT ALL SUBJECTS HAVE A FINAL EXAM – PLEASE REFER TO THE ASSESSMENT INFORMATION ABOVE	
<b>17.</b>	<b>Final Exam Week 2</b> Please refer to the Exam Timetable for your local campus for the exact day and time of exam. NOT ALL SUBJECTS HAVE A FINAL EXAM – PLEASE REFER TO THE ASSESSMENT INFORMATION ABOVE	