

# SUBJECT OUTLINE



Subject Name:

## Clinical Skills 2

Subject Code:

## HMCL312

### SECTION 1 - GENERAL INFORMATION

<b>Award/s:</b>	Bachelor of Health Science (Naturopathy)	<b>Total Course Credit Points:</b>	128	<b>Level:</b>	3 <sup>rd</sup> Year
<b>Duration:</b>	1 Semester				
<b>Subject Coordinator:</b>	Julie Cantwell (Sydney campus)				
<b>Subject is:</b>	Core	<b>Subject Credit Points:</b>	4		

#### Student Workload:

<b>No. timetabled hours per week:</b>	<b>No. personal study hours per week:</b>	<b>Total hours per week:</b>
6	4	10

#### Delivery Mode:

Face to Face (On campus) 2 x 3 hour sessions, including lecture and workshop

Intensive Delivery (Summer School) Contact hours are delivered over 5 weeks with 4 x 4 hour days delivered per week  
Content: Combination lecture and workshop activities

Assessment: Continuous Skill Development - Weeks 1-5; Iris Analysis Skills Check - Week 2; Case Study Analysis 1 & 2: Week 4; Practical Exam - Week 6

Full Time

Part Time

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

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

#### Special Resource Requirements:

*Professional Dress Standards* as described by [Wellnation Clinic Student Handbook](#) (Week 7 onwards)

[Wellnation Clinic Student Handbook](#)

WWCC (or its equivalent) for the location in which subject is undertaken as per [Working with Children Check Policy](#)

Kit items include:

- Iris magnifier torch
- Measuring tape
- Otoscope
- Penlight
- Percussion reflex hammer
- Stethoscope
- Sphygmomanometer
- Thermometer
- Timing device

## SECTION 2 – ACADEMIC DETAILS

### Subject Rationale

Clinical Skills 2 focuses on client-practitioner rapport, clinical case taking and the integration of clinical examination techniques, to assist the transition from classroom theory to student clinical practice. 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 strategic planning. Students will integrate knowledge and clinical skills and develop appropriate client management strategies. Students will develop their skills by observing fellow students and lecturers taking cases in an active, structured manner and participate in clinical case discussion. Students will develop clinical analyses and case management skills, and determine therapeutic strategies and treatment plans in the context of naturopathic philosophy and theory.

### Learning Outcomes

1. Provides philosophically informed (holistic and vitalistic) naturopathic clinical care including case assessment, planning and treatment.
2. Prioritises client needs in judicious application of naturopathic practices.
3. Composes professional case taking and referral documentation in accordance with legislated requirements.
4. Demonstrates knowledge of legislative and common law requirements in naturopathic practice.

### Assessment Tasks

Type	Learning Outcomes Assessed	Session Content Delivered	Due	Weighting
<b>Continuous Skill Development</b> (100% attendance and active participation required)	1-4	1-26	Sessions 1-26	Pass/Fail
<b>Iris Analysis Skills Check</b>	1	2-4	Week 5	20%
<b>Case Study Analysis 1</b> (750-1000 words)	1-3	1-12	Week 8	15%
<b>Case Study Analysis 2</b> (750--1000 words)	1-3	1-20	Week 11	15%
<b>Practical Exam</b> (30 mins)	1-4	1-26	Practical Examination Period	50%

All written assessments and online quizzes are due at 11:55 p.m. and submitted through the LMS

The overall pass rate for this subject is 50%

### Prescribed Readings:

1. Australian Register of Naturopaths and Herbalists (2018). *Competency standards – Naturopaths* (PDF. File) retrieved from [http://www.aronah.org/wp-content/uploads/ARONAH\\_Competency-standards\\_Naturopaths.pdf](http://www.aronah.org/wp-content/uploads/ARONAH_Competency-standards_Naturopaths.pdf)
2. Jarvis, C. (2016). *Physical examination & health assessment* (7th ed.). St Louis, MO: Elsevier. [ebook available]
3. 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	Lectures
1.	Session 1 <b>Introduction</b> (Subject Outline / Subject Aims / Assessment / Teaching Resources) <b>Introduction to Clinical Skills 2</b> <ul style="list-style-type: none"> <li>• Client or person centred practice</li> <li>• Identifying expectations</li> <li>• SOAP algorithm review</li> <li>• Physical examinations</li> <li>• Laboratory evaluations</li> <li>• Screening &amp; investigative tests</li> </ul>
	Session 2 <b>Iris Analysis: Introduction</b> Anatomy of the eye & iris zones <ul style="list-style-type: none"> <li>• Development of iridology</li> <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>
2.	Session 3 <b>Iris Analysis</b> Iris fibre density & texture <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</b> Classifications & Constitutions <ul style="list-style-type: none"> <li>• E.g. Lymphatic, hematogenic</li> </ul>
3.	Session 5 <b>Iris Analysis</b> Iris Classifications & Constitutions (continued) <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>

<p><b>4.</b></p>	<p>Session 7</p> <p><b>Physical Assessment Integration</b></p> <ul style="list-style-type: none"> <li>• Integrating iris analysis findings into the health assessment</li> <li>• Tongue analysis</li> <li>• Nail diagnosis</li> <li>• Nutrient deficiency and disease associated nail diagnosis</li> <li>• Anthropometry with bio-impedance scales</li> <li>• Physical signs of disease</li> <li>• Introduction to Patient Reported Outcome Measures (PROMS)</li> </ul> <hr/> <p>Session 8</p> <p><b>Assessment (A) Pre-Assessment Considerations</b></p> <ul style="list-style-type: none"> <li>• Manages consultation time effectively</li> <li>• Working diagnosis of the pattern of disturbance</li> <li>• Differential diagnoses (DDX)</li> <li>• NHMRC guidelines for treatment of chronic diseases</li> <li>• Identifies red flags</li> <li>• Refers to appropriate health or medical provider when necessary</li> <li>• Formulate documentation according to legal and professional guidelines</li> </ul>
<p><b>5.</b></p>	<p>Session 9</p> <p><b>Assessment (A): Synthesis of Case Information</b></p> <ul style="list-style-type: none"> <li>• Incorporate information</li> <li>• Incorporation of pathology reports into holistic case analyses (includes causative/exacerbating/complicating factors)</li> <li>• Analysis of presenting complaints within holistic context &amp; philosophy</li> <li>• Case deconstruction</li> </ul> <hr/> <p>Session 10</p> <p><b>Plan (P): Implementing Therapeutic Strategies</b></p> <ul style="list-style-type: none"> <li>• Communication with clients</li> <li>• Lifestyle modification &amp; goal setting</li> <li>• Appropriate and reasonable treatment aims</li> <li>• Short vs. long-term goals</li> <li>• “First-visit” &amp; “follow-up” strategies</li> <li>• Applying naturopathic philosophy to client care</li> <li>• Implementation of treatment plan strategy</li> </ul>
<p><b>6.</b></p>	<p>Session 11</p> <p><b>Plan (P): Implementing Therapeutic Strategies</b></p> <ul style="list-style-type: none"> <li>• Treatment strengths &amp; limitations</li> <li>• Follow-up process: Reviewing &amp; revising treatment plans</li> <li>• Administering PROMS</li> <li>• Compiling problem lists</li> <li>• “Peeling back the layers”</li> <li>• Restoration timelines</li> <li>• Comparing actual &amp; expected outcomes</li> <li>• Utilising lowest force &amp; lowest risk strategies (therapeutic order)</li> </ul>

	<p>Session 12</p> <p><b>Case and Presentation</b></p> <ul style="list-style-type: none"> <li>Combine pertinent clinical data</li> <li>Reflect data in a concise, focused manner</li> </ul> <p><b>Case Analysis &amp; Management</b></p> <ul style="list-style-type: none"> <li>Case demonstration</li> <li>Deconstruction and discussion</li> </ul> <p><b>Case Study Analysis 1</b></p> <ul style="list-style-type: none"> <li>Case issued to students (due week 8)</li> </ul> <p><b>Preparation for Client Management Workshops</b></p> <ul style="list-style-type: none"> <li>For remaining sessions, all students are required to dress in professional business attire as outlined in the <i>Professional Dress Standards</i> section of the <i>Wellnation Clinic Student Handbook</i>.</li> </ul>
7.	<p>Session 13</p> <p><b>Client Management Workshops (Sessions 13-26)</b></p> <ul style="list-style-type: none"> <li>Lecturer takes case of a client whilst students observe. Class to perform full analysis and plan of case.</li> <li>Each session, students 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> <p>Students will</p> <ul style="list-style-type: none"> <li>Gather subjective information from the client (patient perspective) and expectations from treatment</li> <li>Obtain objective data (physical observations, examinations, laboratory or diagnostic evaluations – validated instrument assessment, iris, tongue, nail characteristics) to <i>assess</i> the client’s presenting complaint, risks and underlying condition(s)</li> <li>Determine degree of certainty of working <i>assessment</i>, appreciate the likelihood of an inaccurate assessment, and associated risks for the client</li> <li>Explore other possibilities to the current <i>assessment</i> (considering differential diagnoses), and differentiate a rational case understanding</li> <li>Summarise <i>assessments</i> and practice presenting thorough and succinct case presentations</li> <li>Practice developing therapeutic plans: including an overall treatment strategy (short- and long-term aims, expected outcomes, estimated time-frames, appropriate follow-up and client education) and delivery</li> </ul>
	<p>Session 14</p> <p><b>Client Management Workshop</b></p> <p>Ongoing practical case analyses:</p> <ul style="list-style-type: none"> <li>Students gather all information from a real client, &amp; performs relevant clinical examination including subjective and objective measurement</li> <li>Develop holistic naturopathic case analyses and a working assessment</li> <li>Students will demonstrate safe, accountable, collaborative, holistic naturopathic practice in constructing a suitable treatment plan</li> </ul>
	<p><b>NON-TEACHING WEEK</b> (note that make-up classes may be scheduled in this week)</p> <p><b>Semester 1</b> - This aligns with the week after Easter so it may fall between Weeks 6 to 8</p> <p><b>Semester 2</b> - The non-teaching week falls between Weeks 7 and 8</p>
8.	<p>Session 15</p> <p><b>Client Management Workshop (continued)</b></p> <ul style="list-style-type: none"> <li>As per previous</li> </ul>
	<p>Session 16</p> <p><b>Client Management Workshop (continued)</b></p> <ul style="list-style-type: none"> <li>As per previous</li> </ul>
9.	<p>Session 17</p> <p><b>Client Management Workshop (continued)</b></p> <ul style="list-style-type: none"> <li>As per previous</li> </ul>

	Session 18 <b>Client Management Workshop (continued)</b> <ul style="list-style-type: none"> <li>As per previous</li> </ul>
10.	Session 19 <b>Client Management Workshop (continued)</b> <ul style="list-style-type: none"> <li>As per previous</li> </ul>
	Session 20 <b>Client Management Workshop (continued)</b> <ul style="list-style-type: none"> <li>As per previous</li> </ul> <b>Case Study Analysis 2</b> <ul style="list-style-type: none"> <li>Case issued to students (due week 11)</li> </ul>
11.	Session 21 <b>Client Management Workshop (continued)</b> <ul style="list-style-type: none"> <li>As per previous</li> </ul>
	Session 22 <b>Client Management Workshop (continued)</b> <ul style="list-style-type: none"> <li>As per previous</li> </ul>
12.	Session 23 <b>Client Management Workshop (continued)</b> <ul style="list-style-type: none"> <li>As per previous</li> </ul>
	Session 24 <b>Client Management Workshop (continued)</b> <ul style="list-style-type: none"> <li>As per previous</li> </ul>
13.	Session 25 <b>Client Management Workshop (continued)</b> <ul style="list-style-type: none"> <li>As per previous</li> </ul>
	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 first aid</li> <li>Dispensary overview</li> <li>Secondary/Primary roles &amp; responsibilities</li> <li>Customer service skills</li> <li>Practice promotion</li> </ul>
14.	<b>Non-Teaching Week/Practical Examination Week 1</b> Note that make-up classes may be scheduled in this week
15.	<b>Non-Teaching Week/Practical Examination Week 2</b> Note that make-up classes may be scheduled in this week
16.	<b>Final Examination Week 1</b> There is no final exam for this subject
17.	<b>Final Examination Week 2</b> There is no final exam for this subject