

SUBJECT OUTLINE



Subject Name:

Nutritional Medicine Clinical Skills

Subject Code:

HMCL222

SECTION 1 – GENERAL INFORMATION

Award/s:	Total course credit points:	Level:
Bachelor of Health Science (Nutritional and Dietetic Medicine)	96	2 nd Year
Duration:	1 Semester	
Subject Coordinator:	Judith Magee (Gold Coast campus)	
Subject is: Core	Subject Credit Points: 2	

Student Workload:

No. timetabled hours per week:	No. personal study hours per week:	Total hours per week:
3	2	5

Delivery Mode:

Face to face	1 x 3 hour lecture/workshop
Intensive Delivery	Details: Summer School - contact hours are delivered over 5 weeks with 2 x 4 hour days delivered per week. Assessment: Skill Development is assessed in class. Case Study Analysis A & B for intensive delivery are due to be uploaded by 11.55pm Sunday AEST on week 3 (A) & week 4 (B) of the Summer School period. Final Practical exam for the intensive is completed in Week 6 of the Summer School period.
Full Time	
Part Time	

Pre-requisites: HMCL211, BIOP211, BIOC211, NMDF121

Co-requisites: HMCL223, BIOS222, BIOE221, NMDC221

Special resource requirements: Endeavour College Teaching Clinic Handbook
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

Nutritional Medicine Clinical Skills focuses on the integration of academic knowledge, clinical skills, case analysis and the holistic application of evidence-based principles (EBP). Blending classroom work with practical case taking exercises, observation of fellow students taking cases and clinical case discussion, students will develop their critical thinking, written and verbal communication, patient-practitioner rapport, clinical case taking and the integration of clinical examination techniques. This subject further progresses students' ability to develop treatment plans that are reflective of holistic principles, 'best-practice' EBP and mechanisms to evaluate change or outcome. Additionally, students will be introduced to the 'Wellnation' student clinic, including forms used, computer system and time management expectations.

Learning Outcomes

1. Integrate academic knowledge, practical clinical skills and provide a 'patient-centred' delivery of holistic nutritional medicine, including application of evidence-based principles (EBP).
2. Demonstrate professional written and oral communication and thorough case taking techniques, appropriate record keeping and familiarisation with student clinic protocols and procedures.

3. Demonstrate excellence in case analysis and the ability to make therapeutic recommendations based on the integration of research findings, clinical expertise and patient preferences.
4. Use holistic principles to develop appropriate treatment plans that address treatment aims and goals.

Assessment Tasks

Type	Learning Outcomes Assessed	Week Content Delivered	Week Due	Weighting
Skill Development (100% attendance and active participation and demonstration required)	1-4	1-13	Weekly	Pass/Fail
Dispensary informatics Screencast Open-response question (100 words)	1,3,4	1-4	4	Pass/Fail
Treatment Plan Preparation (In-class assessment) (30 minutes)	1-4	1-6	In Class Time Week 6	10%
Case Study Analysis (A) (750-1000 words)	1,2	1-6	Sunday following Week 7	25%
Case Study Analysis (B) (750-1000 words)	1,2	1-10	Sunday following Week 11	25%
Practical Exam (1 hour)	1-4	1-13	Practical Exam Week	40%

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. Chabner, D. (2017). *The language of medicine* (11th ed.). St Louis, MO: Elsevier Saunders.
2. Galvin, K., & Bishop, M. (2010). *Case studies for complementary therapists: A collaborative approach*. Sydney, NSW: Churchill Livingstone Elsevier. [ebook available]
3. Hechtman, L. (2014). *Clinical naturopathic medicine*. Sydney, NSW: Churchill Livingstone Elsevier. [ebook available]
4. Leach, M. (2010). *Clinical decision making in complementary & alternative medicine*. Sydney, NSW: Churchill Livingstone Elsevier. [ebook available]
5. Sarris, J., & Wardle, J. (Eds.). (2014). *Clinical naturopathy: An evidence-based guide to practice* (2nd ed.). Sydney, NSW: Churchill Livingstone Elsevier. [ebook available]
6. Whitney, E., Rolfes, S. R., Crowe, T., Cameron-Smith, D., & Walsh, A. (2016). *Understanding nutrition, Australia and New Zealand edition* (3rd ed.). South Melbourne, VIC: Cengage Learning.

Subject Content	
Week	Lecture
1.	Introduction to Clinical Skills <ul style="list-style-type: none"> • Subject outline, Assessments • SOAP algorithm (review HMCL211) • Objective (O) data within SOAP algorithm • Review of physical examinations, including tongue and nail assessment • Laboratory evaluations, including functional testing, salivary, urinary and stool studies and working with conventional evaluations • Clinical usage of questionnaires and diet diaries • Role of screening and confirmation tests
2.	<u>Assessment (A): Synthesis of subjective and objective data</u> <ul style="list-style-type: none"> • Case taking for presenting and elicited complaints within holistic context and philosophy, including practical application of the Therapeutic Order • Inclusion of review of systems, causative/contributing and timeline factors and personal and family history • Incorporate subjective, objective data and diagnostic information • Introduction to case analysis methodologies
3.	<u>Assessment (A): Synthesis of subjective and objective data, continued</u> <ul style="list-style-type: none"> • Continuation of case analysis, including usage of schematics, development of synopsis/narrative, working diagnosis (WD) and differential diagnosis (DD) • Identify organ and body system interactions • Application of evidence based research principles • Development of relevant treatment aims, which are reflective of holistic context and philosophy • Determining relevant measurable outcomes and utility of validated tools
4.	<u>Plan (P): Implementing therapeutic strategies</u> <ul style="list-style-type: none"> • Implementation of treatment plan (TP), including introduction to 'Wellnation' program • Prevention • Individualised care • Treatment implications, indications and limitations • Consideration of depth of disease • Obstacles to cure • Patient education • Lifestyle modification and goal setting Dispensary internship and informatics tutorial
5.	<u>Plan (P): Implementing therapeutic strategies, continued</u> <ul style="list-style-type: none"> • Follow-up process: reviewing and revising treatment plans • Compiling 'problem' lists • "Peeling back the layers" • Review of timelines and expected outcomes • Determine level of self-efficacy to optimise self-management • Utilising evidence-based medicine and lowest risk strategies
6.	<u>Plan (P): Applying holistic principles and integrated medicine management</u> <ul style="list-style-type: none"> • Written and oral presentation of case analysis including case synopsis, WD, DD and TP • Establishing and maintaining collaborative partnerships • Identifying and relevant referral pathways

	<ul style="list-style-type: none"> In class assessment – Treatment Plan
7.	<p>Case Analysis & Management – Patient Management Workshop</p> <ul style="list-style-type: none"> For the remainder of the semester, students will take the case of a real patient presenting with a health condition that relates to one or more of the major body systems (e.g. gastrointestinal, neurological, respiratory, endocrine). Students will be observed whilst they: <ul style="list-style-type: none"> Gather a complete case history from the patient. Obtain or identify further needed <i>objective</i> data (physical examinations, laboratory or other diagnostic evaluations – tongue and nail indicators) pertinent to establish an accurate <i>assessment</i> of the patient’s presenting and underlying condition(s). Complete a case analysis including a detailed schematic, a summary synopsis, working diagnosis, differential diagnosis/s and identify any risk or ‘red flag’ aspects which may benefit from referral or medical assessment. Practice developing potential therapeutic <i>plans</i>: an overall treatment strategy including short- and long-term aims, measurable and expected outcomes, and estimated time-frames, appropriate follow-up and pertinent patient education.
	<p>NON-TEACHING WEEK (note that make-up classes may be scheduled in this week) Semester 1 - This aligns with the week after Easter so it may fall between weeks 6 to 8. Semester 2 & Online students - The break week falls between Weeks 7 and 8.</p>
8.	<p>Patient Management Workshop Ongoing weekly practical case analyses as previously outlined.</p>
9.	<p>Patient Management Workshop Ongoing weekly practical case analyses as previously outlined.</p>
10.	<p>Patient Management Workshop Ongoing weekly practical case analyses as previously outlined.</p>
11.	<p>Patient Management Workshop Ongoing weekly practical case analyses as previously outlined.</p>
12.	<p>Patient Management Workshop Ongoing weekly practical case analyses as previously outlined.</p>
13.	<p>Patient Management Workshop Ongoing weekly practical case analyses as previously outlined.</p>
14-15.	<p>Non-Teaching Week / Practical Examination Weeks 1 & 2. Note that make-up classes may be scheduled in these weeks.</p>
16-17.	<p>Final Exam Weeks 1 & 2 This subject does not have a final exam.</p>