**SUBJECT OUTLINE**

**Subject Name:** Nutritional Medicine Clinical Skills  
**Subject Code:** HMCL222

## SECTION 1 - GENERAL INFORMATION

<table>
<thead>
<tr>
<th>Award/s:</th>
<th>Total Course Credit Points:</th>
<th>Level:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Health Science (Nutritional and Dietetic Medicine)</td>
<td>96</td>
<td>2nd Year</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Duration:</th>
<th>Subject Coordinator:</th>
<th>Subject is:</th>
<th>Subject Credit Points:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Semester</td>
<td>Judith Magee (Gold Coast campus)</td>
<td>Core</td>
<td>2</td>
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</table>

### Student Workload:

<table>
<thead>
<tr>
<th>No. timetabled hours per week:</th>
<th>No. personal study hours per week:</th>
<th>Total hours per week:</th>
</tr>
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<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>5</td>
</tr>
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**Delivery Mode:**

- **Face to Face (On campus):** 1 x 3 hour session, including lecture and workshop
- **Intensive Delivery (Summer School):** Contact hours are delivered over 5 weeks with 2 x 4 hour days delivered per week
  - Content: Combination lecture and workshop activities
  - Assessment: Continuous Skill Development - Weeks 1-5; Case Study Analysis - Week 4; Workshop Case Reflection - Weeks 4-7; Practical Exam - Week 6

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

**Co-requisites:** BIOE221, NMDC221, BIOS222, HMCL223

**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:**

- Measuring tape
- Otoscope
- Penlight
- Percussion reflex hammer
- Stethoscope
- Sphygmomanometer
- Thermometer
- Timing device
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, client-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 take part in an orientation to ‘Wellnation’ student clinics, including key expectations and responsibilities, computer platform, electronic and manual records and forms used, dispensary procedures and time management expectations.

Learning Outcomes

1. Integrate academic knowledge, practical clinical skills and provide a ‘client-centered' delivery of holistic nutritional medicine, including application of evidence-based principles (EBP) and reflective skills to inform practice.
2. Model professional written and oral communication as presented in case taking techniques, appropriate record keeping and familiarisation with student clinic protocols and procedures.
3. Demonstrate effective case analysis and the ability to propose therapeutic recommendations based on the integration of research findings, clinical expertise and client needs.
4. Use holistic principles to construct appropriate treatment plans addressing all key treatment aims and health goals.

Assessment Tasks

<table>
<thead>
<tr>
<th>Type</th>
<th>Learning Outcomes Assessed</th>
<th>Session Content Delivered</th>
<th>Due</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuous Skill Development</td>
<td>1-4</td>
<td>1-13</td>
<td>Sessions 1-13</td>
<td>10%</td>
</tr>
<tr>
<td>(100% attendance and active participation required)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Case Study Analysis</td>
<td>1-4</td>
<td>1-6</td>
<td>Week 7</td>
<td>35%</td>
</tr>
<tr>
<td>(1500words)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workshop Case Reflection</td>
<td>1-4</td>
<td>7-13</td>
<td>Weeks 8-14</td>
<td>20%</td>
</tr>
<tr>
<td>(500-750 words)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practical Exam</td>
<td>1-4</td>
<td>1-13</td>
<td>Practical Examination Period</td>
<td>35%</td>
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<tr>
<td>(2 hours)</td>
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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:


Recommended Readings:


### Subject Content

<table>
<thead>
<tr>
<th>Week</th>
<th>Lectures</th>
</tr>
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| 1.   | Introduction (Subject Outline / Subject Aims / Assessment / Teaching Resources)  
**Introduction to Clinical Skills**  
- 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.   | Assessment (A): Synthesis of Subjective and Objective Data  
- 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.   | Assessment (A): Synthesis of Subjective and Objective Data (continued)  
- 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.   | Plan (P): Implementing Therapeutic Strategies  
- 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  
- Client education  
- Lifestyle modification and goal setting |
| 5.   | Plan (P): Implementing Therapeutic Strategies (continued)  
- Follow-up process: Reviewing & 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. **Plan (P): Applying Holistic Principles and Integrated Medicine Management**
   - Written and oral presentation of case analysis including case synopsis, WD, DD and TP
   - Establishing and maintaining collaborative partnerships
   - Identifying and relevant referral pathways

**Preparation for Client Management Workshops**
- For remaining sessions, all students are required to dress in professional business attire as outlined in the Professional Dress Standards section of the Wellnation Clinic Student Handbook.

7. **Client Management Workshop (Sessions 7-13)**
   **Case analysis & management**
   - Each session, students will take 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)
   - Students will be observed whilst they
     - Gather a complete case history from the client
     - Obtain or identify further needed objective data (physical examinations, laboratory or other diagnostic evaluations – tongue and nail indicators) pertinent to establish an accurate assessment of the client’s presenting and underlying condition(s)
     - Complete a case analysis including a detailed schema, 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 plans: including an overall treatment strategy including short- and long-term aims, measurable and expected outcomes, and estimated time-frames, appropriate follow-up and pertinent client education

**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** - The non-teaching week falls between Weeks 7 and 8

8. **Client Management Workshop (continued)**
   - As per previous

9. **Client Management Workshop (continued)**
   - As per previous

10. **Client Management Workshop (continued)**
    - As per previous

11. **Client Management Workshop (continued)**
    - As per previous

12. **Client Management Workshop (continued)**
    - As per previous

13. **Client Management Workshop (continued)**
    - As per previous

14. **Non-Teaching Week/Practical Examination Week 1**
    Note that make-up classes may be scheduled in this week

15. **Non-Teaching Week/Practical Examination Week 2**
    Note that make-up classes may be scheduled in this week

16. **Final Examination Week 1**
    There is no final exam for this subject

17. **Final Examination Week 2**
    There is no final exam for this subject