

## Subject Outline

<b>Subject Name:</b>	Western Herbal Medicine Clinical Skills 2
<b>Subject Code:</b>	WHMC222
<b>Award(s):</b>	Bachelor of Health Science (Western Herbal Medicine)
<b>Core/ Elective:</b>	Core – 4 credit points
<b>Pre/co-requisites:</b>	WHMF211, BIOP211, WHMC211, NMDF121, pre or co-reg: BIOS222; Current Apply First Aid Certificate
<b>Student Workload:</b>	78 hours of face to face 72 hours of self-directed study
<b>Delivery Mode:</b>	<b>Face to face</b> <ul style="list-style-type: none"> <li>1 x 3 hours combined lecture and tutorial</li> <li>1 x 3 hours classroom practical workshop</li> </ul> <b>Full Time</b> <b>Part Time</b>
<b>Subject Coordinator:</b>	Elena Williams
<b>Subject Rationale:</b>	<ul style="list-style-type: none"> <li>This subject continues the focus on client-practitioner rapport, clinical questioning, clinical case taking and the integration of clinical examination techniques. Students deepen their understanding of complementary medicine consultations by comparing and contrasting the various levels of knowledge and skills that comprise a consultation. This knowledge will be assessed throughout the semester and feedback to the student provided.</li> <li>Students are provided with an opportunity to assist with the transition from classroom theory to clinical management of real clients and cases.</li> <li>The subject promotes the integration of knowledge and skills obtained through previous studied theory subjects in a supervised mock-clinic environment.</li> <li>Students are introduced to naturopathic health assessment techniques and strategies that may assist in the development of an appropriate client management strategy.</li> <li>This subject further develops students' ability to determine strategies for the treatment and management of clients and their conditions through the processes of case-taking, health assessment, and therapeutic strategy planning.</li> <li>By adhering to the Endeavour clinic policies and procedures, the student gains familiarity with government-based requirements for current complementary practice such as Occupational Health and Safety Standards.</li> <li>The subject requires a 100% attendance.</li> </ul>

### Learning Outcomes:

1.	Evaluate and apply specific complementary medicine philosophy, principles used with the holistic management of a client.
2.	Compare and contrast the observed consultations. Analyse the influence that clinical questioning has on the data gathered. Critically appraise data for consideration of the most appropriate treatment based on both traditional knowledge and recent research.
3.	Observe fellow students taking cases in an active structured manner. Review the different disease states observed in multiple body systems and identify signs and symptoms in the client. Participate in clinical case discussion and relate observation to managing the case totality in the context of naturopathic complementary medicine, and to assist development of clinical thinking.
4.	Identify and apply professional communication skills including verbal communication and questioning skills, written communication for health care referrals and thorough record keeping skills. Practice dispensing and reception duties, identify and practice clinical management skills.
5.	Identify and apply debriefing after each clinic session as part of self reflective learning and development of clinical thinking.
6.	Recognise the Endeavour clinic policies and procedures and Occupational Health and Safety Standards as important parts of complementary case management.

### Contents:

Week	Lecture (1 x 3 hr session)	Classroom Practical Workshop (1 x 3 hr session)
1.	<b>Session 1</b> <ul style="list-style-type: none"> <li><b>Introduction to Clinical Skills 2</b> (Subject Outline, Subject Rationale, Assessments, Student Resources)</li> <li>The history and <b>philosophy associated with naturopathic diagnostic techniques:</b> <ul style="list-style-type: none"> <li>Iridology</li> <li>Tongue</li> <li>Nails</li> <li>Skin</li> <li>Body</li> <li>Face</li> </ul> </li> </ul>	<b>Session 1</b> <ul style="list-style-type: none"> <li><b>Introduction; Clinic Orientation; Assessment and assignment requirements; Case taking; naturopathic analysis, development of a therapeutic strategy and prescription</b></li> </ul>
2.	<b>Session 2</b> <ul style="list-style-type: none"> <li><b>The major iris structures:</b> <ul style="list-style-type: none"> <li>Silk, cotton, linen, hessian, net</li> <li>Iris signs and their indications</li> </ul> </li> </ul>	<b>Session 2</b> <ul style="list-style-type: none"> <li>Case-taking, naturopathic health assessment and development of therapeutic strategy – Supervisor to lead analysis and discussion of a client's case</li> </ul>
3.	<b>Session 3</b> <ul style="list-style-type: none"> <li><b>The iris and the major body systems and organs.</b></li> </ul>	<b>Session 3</b> <ul style="list-style-type: none"> <li>Case-taking, naturopathic health assessment and development of therapeutic strategy – Supervisor to lead analysis and discussion of a client's case</li> </ul>
4.	<b>Session 4</b> <ul style="list-style-type: none"> <li><b>Iris classifications and iris</b></li> </ul>	<b>Session 4</b> <ul style="list-style-type: none"> <li>Case-taking, naturopathic health assessment</li> </ul>



	<b>constitutions (Part I).</b>	and development of therapeutic strategy – Supervisor to lead analysis and discussion of a client's case
5.	<b>Session 5</b> <ul style="list-style-type: none"> <li><b>Iris constitutions Part II:</b> <ul style="list-style-type: none"> <li>the <b>Neurogenic, Neuro-Lymphatic</b> and <b>Hydrogenoid</b> iris constitutions</li> <li>other relevant analytical techniques/signs that correlate with these constitutions (nails, tongue, skin, face, body)</li> </ul> </li> </ul>	<b>Session 5</b> <ul style="list-style-type: none"> <li>Case-taking, naturopathic health assessment and development of therapeutic strategy – Supervisor to lead analysis and discussion of a client's case</li> </ul>
6.	<b>Session 6</b> <ul style="list-style-type: none"> <li><b>Iris constitutions Part III:</b> <ul style="list-style-type: none"> <li>the <b>Lymphatic-Hypoplastic, Uric</b> iris constitutions</li> <li>other relevant analytical techniques/signs that correlate with these constitutions (nails, tongue, skin, face, body)</li> </ul> </li> </ul>	<b>Session 6</b> <ul style="list-style-type: none"> <li>Case-taking, naturopathic health assessment and development of therapeutic strategy – Supervisor to lead analysis and discussion of a client's case</li> </ul>
7.	<b>Session 7</b> <ul style="list-style-type: none"> <li><b>Iris constitutions Part IV</b></li> </ul>	<b>Session 7</b> <ul style="list-style-type: none"> <li>Case-taking, naturopathic health assessment and development of therapeutic strategy – Supervisor to lead analysis and discussion of a client's case</li> </ul>
8.	<b>MID SEMESTER BREAK</b> Semester 1 – This break aligns with Easter so it may fall between weeks 6 to 8. Semester 2 – Week 8	
9.	<b>Session 8</b> <ul style="list-style-type: none"> <li><b>The Sclera</b> (and associated clinical signs) and other relevant diagnostic techniques used with these constitutions (nails, tongue, skin, body, face)</li> </ul>	<b>Session 8</b> <ul style="list-style-type: none"> <li>Case-taking, naturopathic health assessment and development of therapeutic strategy – Supervisor to lead analysis and discussion of a client's case</li> </ul>
10.	<b>Session 9</b> <ul style="list-style-type: none"> <li><b>Naturopathic tongue signs:</b> <ul style="list-style-type: none"> <li>Naturopathic tongue signs from a variety of philosophies including TCM and Western Nutritional Medicine</li> </ul> </li> </ul>	<b>Session 9</b> <ul style="list-style-type: none"> <li>Case-taking, naturopathic health assessment and development of therapeutic strategy – Supervisor to lead analysis and discussion of a client's case</li> </ul>
11.	<b>Session 10</b> <ul style="list-style-type: none"> <li><b>Naturopathic face signs</b></li> </ul>	<b>Session 10</b> <ul style="list-style-type: none"> <li>Case-taking, naturopathic health assessment and development of therapeutic strategy – Supervisor to lead analysis and discussion of a client's case</li> </ul>
12.	<b>Session 11</b> <ul style="list-style-type: none"> <li><b>Naturopathic nail signs</b></li> </ul>	<b>Session 11</b> <ul style="list-style-type: none"> <li>Case-taking, naturopathic health assessment and development of therapeutic strategy – Supervisor to lead analysis and discussion of</li> </ul>

		a client's case
13.	<b>Session 12</b> <ul style="list-style-type: none"> <li><b>Naturopathic skin and body signs Part I</b></li> </ul>	<b>Session 12</b> <ul style="list-style-type: none"> <li>Case-taking, naturopathic health assessment and development of therapeutic strategy – Supervisor to lead analysis and discussion of a client's case</li> </ul>
14.	<b>Session 13</b> <ul style="list-style-type: none"> <li><b>Naturopathic skin and body signs Part II:</b> <ul style="list-style-type: none"> <li>Naturopathic Analysis and Diagnosis – a holistic approach</li> </ul> </li> </ul>	<b>Session 13</b> <ul style="list-style-type: none"> <li>Case-taking, naturopathic health assessment and development of therapeutic strategy – Supervisor to lead analysis and discussion of a client's case</li> </ul>
15-16.	<b>Study Weeks</b>	
17-18.	<b>Final Exam Period – Nil Final Exam.</b>	

### Set Text Requirements:

1.	Equipment: Thermometer, Sphygmomanometer, Stethoscope, Timing device, Otoscope, Penlight, Percussion (reflex) Hammer, Measuring Tape, Iris torch 5x illuminated magnifier
2.	Endeavour Student Clinic Handbook.
3.	Miller, T 2009, <i>Fundamental Signs Flashbook</i> , Integrated Iridology, Australia

### Recommended Readings:

- Angerer, J 1987, *Textbook of Iris Diagnosis: Eye Diagnosis as the Science of Optically Regulated Reflex Settings*, trans. Milton Forstat, Institute for Research into Iris Studies Pty Ltd (IRIS) Australia
- Bone, K 2002, *Potential Herb-Drug Interactions for Commonly Used Herbs* (Chart), MediHerb, Warwick, Qld, Australia.
- Bone, K 2003, *A Clinical Guide to Blending Liquid Herbs*, Churchill Livingstone, Edinburgh.
- Braun L & Cohen M. 2015, *Herbs & Natural Supplements- an evidence based guide 4<sup>th</sup> ed*, vols 1, 2, Elsevier.Chatswood.NSW.
- Deck, J 1982, *differentiation of Iris Markings*, 2<sup>nd</sup> ed, trans R. Freystuck-Baynham, U. Fuchs & H-J Fuchs, Institute for Fundamental Research in Iris Diagnosis, Germany
- Harkness, R. 2003, *Mosby's Handbook of Drug-Herb and Drug-Supplement Interactions*, Mosby Publications, St. Louis.
- Hauser, W et al. 2000. *Information from Structure and Colour*, Medicina Biologica.
- Kuhl, J, Davis, MDP, Amer N, Kalaaji, M, Kamath, P, Hand, J & Peine, C 2004, *Skin Signs as the Presenting Manifestation*, *Archives of Dermatology*, vol 140 no. 5, pp. 521-524
- McGuffin, M, Gardner, Z. 2013, *Botanical Safety Handbook 2<sup>nd</sup> ed*, CRC Press, Boca Raton, Fla, USA
- Miller, T 2008. *The Integrated Iridology Textbook*, Galloping Press, Kirrawee, Australia.
- Mills, S & Bone K, 2005. *The Essential Guide to Herbal Safety*, Churchill Livingstone, Missouri.
- Pizzorno, J & Murray, M. 2008, *The Clinician's Handbook of Natural Medicine*, 2nd Ed. Churchill Livingstone, Missouri.
- Romm, A. 2010, *Botanical Medicine for Women's Health*, Churchill Livingstone, Missouri.

14. Trickey, R. 2011. *Women, Hormones and the Menstrual Cycle*, Melb Holistic Health Group, Melbourne.

### Useful Databases:

- [Natural Standard](#)
- [nPod](#) (Naturopathic Product Online Databases)
- [Clinical Trial.gov](#)
- [National Cancer Institute](#) (USA)
- [NHS Evidence](#) (UK, managed by the National Institute for Health & Clinical Excellence - NICE)
- [www.imgateway.net](#) (Integrative Medicine website, incorporates Commission E Monographs)
- [www.ars-grin.gov/duke](#) (Dr. James Duke's Phytochemical and Ethnobotanical Databases)
- [www.herbmed.org](#) (Extensive herbal medicine data base)

### Assessments:

Assessment Item	Topic/s	Learning Outcomes Assessed	Session Content Delivered	Due	Weighting
<b>1. Worksheet online</b> (500 words)	Interpret a provided iris photo to identify major iris signs and implicated iris systems	1	Lecture 1-3	End of Week 4	15%
<b>2. Worksheet online</b> (500 words)	Interpret a provided iris photo to identify major constitution and its relationship to current health systems	1	Lecture 4-8	End of Week 10	15%
<b>3. Case Study Report online</b> (1000 words)	Interpret a provided case study including iris, nail, tongue, skin and body signs and write a report for the client explaining the possible health implications of these signs	1, 4	Lecture 1-13	End of Week 15	20%
<b>4. Clinical Case Taking &amp; Class Participation</b>	Each student is assessed on their clinical abilities during an in-class consultation (scheduled during class time) and participation and contribution to development of therapeutic strategy and case management.	1,4,5,6	Workshop 1-13	Specified clinical interview	30%
<b>5. Logs and Research</b>	Students are required to submit 2 blocks of work: <b>Block 1</b> comprises: <ul style="list-style-type: none"> <li>• Log submission (completed case</li> </ul>	1,2,3,4,6	One case chosen from sessions 3-	Workshop Session 7	10%



	taking form, diet history, case summary form, patient prescriptive advice and log form (except last question) <ul style="list-style-type: none"> <li>• Reading review</li> <li>• Patient handout</li> </ul> <b>Block 2</b> comprises: <ul style="list-style-type: none"> <li>• Log submission (completed case taking form, diet history, case summary form, patient prescriptive advice and log form (except last question)</li> <li>• Reading review</li> <li>• Patient handout</li> </ul> Assessments are to be submitted at the start of class.		6	One case chosen from sessions 7-12	Workshop Session 13	10%
<b>6. Current First Aid Certificate</b>						S/F
<b>7. Attendance</b> 100% attendance is required						S/F
<b>8. Working with Children / Criminal History Check (as per the College's Working with Children Checks Policy)</b>						S/F
<p>Formative assessment will be undertaken early in the subject and then on a regular basis throughout the duration of the subject to provide students and staff with feedback on the learning. It may take the form of quizzes, small group and classroom presentations, writing activities, peer review where appropriate.</p> <p>Early formative assessment would be used to determine any necessary intervention strategies to ensure students are able to complete the program in the normal subject duration.</p> <p>Feedback will also be provided on summative assessment undertaken during semester.</p>						

**Important Note:** Per the Attendance Policy, all clinic subjects (including clinical skills and clinic workshops) have a 100% attendance requirement. Students can miss up to the equivalent of one full week of scheduled sessions (e.g., can miss two sessions in the semester for a clinic subject that meets twice per week), but *only with a certificate from a qualified health practitioner or an application for Special Consideration*. All missed sessions must be made up by no later than Week 3 of the following semester, although every effort should be made to make up missed sessions before the end of the current semester to avoid receiving an Incomplete grade. Failure to make up missed sessions prior to Week 3 of the following semester will result in conversion of the Incomplete grade to a Failure. *Any student who misses more than the allowable number of sessions in a semester will be required to withdraw from the clinic subject immediately.*