



# SUBJECT OUTLINE

Subject Name:

**Clinical Skills 1**

Subject Code:

**HMCL211**

## SECTION 1 – GENERAL INFORMATION

Award/s:	Total Course Credit Points:	Level:
Bachelor of Health Science (Naturopathy)	128	2 <sup>nd</sup> Year
Bachelor of Health Science (Nutritional and Dietetic Medicine)	96	2 <sup>nd</sup> Year
<b>Duration:</b> 1 Semester		
<b>Subject Coordinator:</b> Elizabeth MacGregor (Perth Campus)		
<b>Subject is:</b> Core	<b>Subject Credit Points:</b> 4	

### Student Workload:

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

#### 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; Quiz 1 - Week 3; Reflective journal - Week 5; WHS Online Quiz – Week 5; Practical Exam - Week 6

Full Time

Part Time

**Pre-requisites:** SOCF111, NMDF121, BIOH122,

**Co-requisites:** SOCP121, BIOC211

#### Special Resource Requirements:

Confidentiality Agreement

HLTAID003 Provide first aid (VET unit of competency)

[Endeavour Clinic Handbook](#)

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



## SECTION 2 – ACADEMIC DETAILS

### Subject Rationale

This clinical skills subject introduces students to the principles and decision-making processes that will assist them in the provision of professional, effective, efficient, and safe management of clients in clinical practice. From an underpinning of natural medicine philosophy and principles and evidence informed practice, students begin to develop a framework and strategies that will guide them in their thinking, assessment, therapeutic planning, communication and management of clients. The first of two clinical skills subjects, this subject aims at preparing students for the clinical practicum subjects in the curriculum where they conduct professional client consultations as student interns under supervision.

### Learning Outcomes

1. Display effective communication skills required for naturopathic practice.
2. Assess client needs and involves the client in clinical decisions.
3. Evaluate information of clients' presenting health conditions.
4. Document decisions, actions and outcomes including client's response to care. Obtains informed consent for naturopathic decisions.
5. Critically reflect on role of self in case taking process and procedures.
6. Demonstrate knowledge of relevant knowledge to both work health and safety and infection control practices in the clinical setting.

### Assessment Tasks

Type	Learning Outcomes Assessed	Session Content Delivered	Due	Weighting
<b>Continuous Skill Development</b> (100% attendance and active participation required)	1-6	1-26	Weeks 1-13	Pass/Fail
<b>Quiz 1</b> multiple-choice questions, short answer questions and extended responses (1 hour)	1-3	1-11	Week 7	25%
<b>Reflective Journal</b> 1500 words	5	12-20	Week 12	25%



<b>Online Quiz</b> WH&S and Infection Control	6	Online Modules 1-3	Week 13	Pass/Fail
<b>Practical Exam</b> (30 minutes)	1-6	1-26	Practical Examination Period	50%
All written assessments and online quizzes are due at 11:55 p.m. Sunday and submitted through the LMS				

### Prescribed Readings:

1. Cole, S. A., & Bird, J. (2014). *The medical interview: The three-function approach* (3rd ed.). Saunders Elsevier. [ebook available]
2. Lloyd, I. (2009). *The energetics of health: A naturopathic assessment*. Churchill Livingstone Elsevier. [ebook available]

### Recommended Readings:

1. Chabner, D. (2017). *The language of medicine* (11th ed.). Elsevier Saunders.
2. Conway, P. (2011). *The consultation in phytotherapy: A herbal practitioner's approach to the patient*. Churchill Livingstone Elsevier. [ebook available]
3. Johns, C. (2017). *Becoming a reflective practitioner* (5th ed.). John Wiley & Sons. [ebook available]
4. Leach, M. (2010). *Clinical decision making in complementary & alternative medicine*. Churchill Livingstone Elsevier. [ebook available]

## Subject Content

Week	Lectures / Workshops
1.	<p>Session 1</p> <p><b>Introduction</b> (Subject Outline / Subject Aims / Assessment / Teaching Resources)</p> <p><b>A Framework for Treating and Managing Clients</b></p> <ul style="list-style-type: none"> <li>➤ Why? – benefits</li> <li>➤ How? – models and strategies</li> </ul> <p><b>Fundamentals of Holistic Medicine Philosophy</b></p> <ul style="list-style-type: none"> <li>➤ Clinical theory and principles</li> <li>➤ Determinants of health</li> </ul>
	<p>Session 2</p> <p><b>Holistic Medicine Principles (Maxims)</b></p> <ul style="list-style-type: none"> <li>➤ Healing power of nature</li> <li>➤ First do no harm</li> <li>➤ Find the cause</li> <li>➤ Treat the whole person</li> </ul>



	<ul style="list-style-type: none"> <li>➤ Doctor as teacher</li> <li>➤ Prevention</li> </ul> <p>Application of principles to individual cases</p>
2.	<p>Session 3</p> <p><b>Consultation</b></p> <p>The consultation &amp; “first visit strategies”</p> <ul style="list-style-type: none"> <li>➤ What is accomplished in a first visit?</li> <li>➤ What is the dynamic of a holistic consultation?</li> <li>➤ Time management &amp; triage</li> <li>➤ Potential obstacles encountered in implementing holistic principles in clinical practice</li> </ul> <p><b>Case Taking Demonstration</b></p>
	<p>Session 4</p> <p><b>Client Rapport</b></p> <ul style="list-style-type: none"> <li>➤ Active listening to client’s client expectations</li> <li>➤ Wellness partnerships</li> <li>➤ Client education &amp; self-responsibility – the holistic management of health</li> <li>➤ Evidence-informed practice – how it contributes to effective client outcomes</li> </ul>
3.	<p>Session 5</p> <p><b>Communication with Clients and Other Providers</b></p> <ul style="list-style-type: none"> <li>➤ Effective communication - rapport, empathy, validation etc.</li> <li>➤ Benefit of therapeutic relationship</li> <li>➤ Manifesting the client/practitioner dynamic</li> </ul> <p><b>Concepts of Professionalism</b></p> <ul style="list-style-type: none"> <li>➤ Transition from student to student intern</li> <li>➤ Being a natural health practitioner</li> <li>➤ Demeanour, dress code, etiquette</li> <li>➤ Communication with colleagues &amp; other providers</li> <li>➤ Confidentiality, medico-legal aspects</li> </ul>
	<p>Session 6</p> <p><b>Client Demographic Considerations</b></p> <ul style="list-style-type: none"> <li>➤ Communication styles, dialects, barriers</li> <li>➤ Awareness of social norms</li> <li>➤ Cultural sensitivity/awareness</li> <li>➤ Dietary parameters</li> <li>➤ Client expectations</li> <li>➤ Boundary issues</li> <li>➤ Financial considerations</li> <li>➤ Social considerations</li> <li>➤ Client values</li> </ul>



<p>4.</p>	<p>Session 7</p> <p><b>Fundamentals of Medical Terminology</b></p> <ul style="list-style-type: none"> <li>➤ Approved medical shorthand &amp; terminology</li> <li>➤ Practical applications with case taking</li> <li>➤ Overview of clinic forms</li> <li>➤ Client file management &amp; confidentiality</li> </ul>
	<p>Session 8</p> <p><b>Decision Making and Case Management</b></p> <ul style="list-style-type: none"> <li>➤ Framework for decision making &amp; case management</li> <li>➤ Holistic medicine theory &amp; principles</li> <li>➤ Rapport &amp; communication</li> <li>➤ Professionalism</li> <li>➤ Case taking principles</li> </ul> <p><b>Case Taking Demonstration</b></p> <ul style="list-style-type: none"> <li>➤ Deconstruct and discuss</li> </ul>
<p>5.</p>	<p>Session 9</p> <p><b>Case Taking Skills &amp; SOAP Algorithms</b></p> <p><b>Models for Organising Information and Making Informed Decisions</b></p> <ul style="list-style-type: none"> <li>➤ Introduction to SOAP note documentation</li> <li>➤ <i>Subjective vs Objective</i> information (S vs OAP, symptoms versus signs), how to differentiate data</li> <li>➤ Professional communication &amp; interaction</li> <li>➤ Building client/practitioner rapport</li> <li>➤ Asking the right questions (leading, open-ended)</li> <li>➤ Prioritising information</li> </ul>
	<p>Session 10</p> <p><b>Fundamental Case Taking Skills</b></p> <ul style="list-style-type: none"> <li>➤ Familiarity with &amp; summary of client registration forms</li> <li>➤ Interpret &amp; understand client case taking forms</li> <li>➤ Discussion of client record management</li> <li>➤ Extrapolate client information</li> <li>➤ Interpret collected data for level of importance</li> <li>➤ Determine likelihood that data contribute to clinical picture, develop further probing questions</li> <li>➤ Collect, organise &amp; record information</li> <li>➤ Recognise and develop thorough, succinct &amp; organised record keeping skills</li> <li>➤ Time management</li> </ul>
<p>6.</p>	<p>Session 11</p> <p><b>Case Taking Skills - Subjective Data</b></p> <ul style="list-style-type: none"> <li>➤ Presenting (chief) complaint</li> <li>➤ History of present illness (HPI)</li> </ul>



	<ul style="list-style-type: none"> <li>➤ <b>8 cardinal attributes: Location, Onset, Provocation/Palliation, Quality, Radiations, Severity, Timing, Understanding</b></li> <li>➤ Review of systems (ROS)</li> <li>➤ History- personal, medical, surgical, family, prior investigations, treatments etc.</li> </ul>
	<p>Session 12</p> <p><b>Revision Activity</b></p> <ul style="list-style-type: none"> <li>➤ Evidence-informed practice</li> <li>➤ Models for information organisation and decision making</li> <li>➤ Medical terminology, abbreviations &amp; shorthand</li> <li>➤ Case taking principles and skills</li> <li>➤ SOAP algorithms</li> </ul> <p><b>Introduction to Case Presentations</b></p> <ul style="list-style-type: none"> <li>➤ Interpret relevant presenting information</li> <li>➤ Combine and organise pertinent clinical data</li> </ul> <p><b>Case-Taking Expert Demonstration</b></p>
7.	<p>Session 13</p> <p><b>Quiz 1</b></p> <p><b>Case Summaries and Presentations</b></p> <ul style="list-style-type: none"> <li>➤ Interpret relevant presenting information</li> <li>➤ Combine and organise pertinent clinical data</li> <li>➤ Summarise subjective data received (presenting symptoms, medical history, family history, lifestyle factors, etc.) &amp; demonstrate thorough &amp; succinct subjective case presentations</li> </ul>
	<p>Session 14</p> <p><b>Case-Taking Demonstration</b></p> <ul style="list-style-type: none"> <li>➤ Deconstruct and discuss</li> <li>➤ Students will practice recording subjective data elicited during expert demonstration</li> </ul> <p><b>Practical Exercise: Case Presentations</b></p> <ul style="list-style-type: none"> <li>➤ Students will practice summarising and presenting expert-demonstrated case</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>Practical Exercise - Collecting Subjective Data</b></p> <p>Each week, pairs of students (practitioner &amp; “client”) will be given standardised case histories of commonly presenting conditions</p> <p>Students will rotate roles and practice collecting the subjective data</p> <ul style="list-style-type: none"> <li>➤ Active discussion and suggestions will follow</li> </ul>
	<p>Session 16</p> <p><b>Practical Exercise (continued)</b></p>



	<ul style="list-style-type: none"> <li>➤ As per previous</li> </ul>
9.	<p>Session 17</p> <p><b>Practical Exercise (continued)</b></p> <ul style="list-style-type: none"> <li>➤ As per previous</li> </ul>
	<p>Session 18</p> <p><b>Practical Exercise (continued)</b></p> <ul style="list-style-type: none"> <li>➤ As per previous</li> </ul>
10.	<p>Session 19</p> <p><b>Practical Exercise (continued)</b></p> <ul style="list-style-type: none"> <li>➤ As per previous</li> </ul>
	<p>Session 20</p> <p><b>Practical Exercise (continued)</b></p> <ul style="list-style-type: none"> <li>➤ As per previous</li> </ul>
11.	<p>Session 21</p> <p><b>Working with Children Check (or state-based equivalent)</b></p> <p><b>Overview of OAP Components of SOAP Model</b></p> <ul style="list-style-type: none"> <li>➤ Objective: Physical examinations/evaluations</li> <li>➤ Diagnostic techniques: Objective information</li> <li>➤ Holistic understanding of pathophysiology</li> <li>➤ Evaluation of causative/contributing factors</li> <li>➤ Iris analysis</li> <li>➤ Bio- impedance analyses</li> <li>➤ Salivary, urinary &amp; stool studies</li> <li>➤ Tongue &amp; pulse diagnosis</li> <li>➤ Questionnaires, diet diaries &amp; other data</li> <li>➤ Working with conventional evaluations</li> <li>➤ Case deconstruction</li> </ul>
	<p>Session 22</p> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>➤ Working diagnosis, differential diagnoses</li> <li>➤ Confirmations, rule-ins/rule-outs</li> <li>➤ “Problem lists”</li> <li>➤ Clinical application of philosophy to client care</li> <li>➤ Discussion of modalities, therapeutic interventions</li> <li>➤ Restoring body function rather than applying a particular therapy</li> <li>➤ Lowest force &amp; lowest risk clinical strategies</li> <li>➤ “Peeling back the layers”, restoration timelines and expected outcomes</li> </ul> <p><b>Case Analysis &amp; Management</b></p>
12.	<p>Session 23</p>



	<p><b>Plan</b></p> <p>Fundamentals of Naturopathic principles of practice</p> <ul style="list-style-type: none"> <li>➤ Removing obstacles to cure</li> <li>➤ Using lowest-force interventions necessary</li> <li>➤ Avoiding suppression</li> <li>➤ Healing the whole person</li> </ul> <p><b>Holistic Clinical Practice &amp; the Therapeutic Order</b></p> <ul style="list-style-type: none"> <li>➤ Re-establish the basis for health</li> <li>➤ Stimulate the Vis Medicatrix Naturae (VMN)</li> <li>➤ Tonify or nourish weakened systems</li> <li>➤ Correct structural integrity</li> <li>➤ Address pathology</li> <li>➤ Co-management &amp; referrals</li> <li>➤ Apply the therapeutic order</li> </ul>
	<p>Session 24</p> <p><b>Plan</b></p> <ul style="list-style-type: none"> <li>➤ Client management</li> <li>➤ Therapeutic strategies</li> <li>➤ “Goal setting”</li> <li>➤ Prevention &amp; preventative medicine</li> <li>➤ Potential obstacles</li> <li>➤ Short and long term aims</li> <li>➤ Follow-up, return visits</li> </ul>
13.	<p>Session 25</p> <p><b>Case Taking Skills Check Practice</b></p> <p>Paired students demonstrate subjective case taking</p>
	<p>Session 26</p> <p><b>Case Taking Skills Check Practice</b></p> <p>Paired students demonstrate subjective case taking</p>
14.	<p><b>Non-Teaching Week/Practical Examination Week 1</b></p> <p>Note that make-up classes may be scheduled in this week</p>
15.	<p><b>Non-Teaching Week/Practical Examination Week 2</b></p> <p>Note that make-up classes may be scheduled in this week</p>
16.	<p><b>Final Examination Week 1</b></p> <p>There is no final exam for this subject</p>
17.	<p><b>Final Examination Week 2</b></p> <p>There is no final exam for this subject</p>