Australian Government

Department of Education, Employment and Workplace Relations

HLTCOM502B Develop professional expertise

Release: 1

ISC INDUSTRY SKILLS COUNCILS
Creating Australia's Future

HLTCOM502B Develop professional expertise

Modification History

Unit Descriptor

This unit of competency describes the skills and knowledge required to initiate and maintain continual development of professional skills and knowledge in complementary healthcare and contribute to the knowledge base of the specific healthcare practice

Application of the Unit

Licensing/Regulatory Information

Pre-Requisites

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of Employability Skills
The Employability Skills Summary of the qualification in which this unit of competency is packaged will assist in identifying Employability Skill requirements

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.
The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Seek out and apply traditional, alternative and scientific information	1.1 Utilise a variety of methods to collect and evaluate data in the clinical setting
	1.2 Access and evaluate literature on the theory and practice of traditional, alternative and scientific medicine
	1.3 Give case presentations and/or literature reviews in

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			a public/peer setting
2	Implement reflective learning practices	2.1	Evaluate, compare and contrast new treatments, protocols and other new ideas
		2.2	Transfer skills and competencies to new contexts
		2.3	Use knowledge of the historical, theoretical and philosophical aspects of the field of practice to improve existing practices
		2.4	Identify strengths and weaknesses and implement measures to improve these
3	Contribute to the development of professional practices	3.1	Establish links with other healthcare professionals using a knowledge of local, community and hospital based services
		3.2	Maintain membership of relevant professional association/s
		3.3	Actively pursue participation in **professional development activities**
		3.4	**Monitor** progress of professional on a regular basis
4	Critically evaluate specific research	4.1	Describe **research strategies**
		4.2	Identify stakeholders and their communication needs
		4.3	Identify **research requirements**
		4.4	Analyse research information and data
		4.5	**Report research**

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

Knowledge of research strategies

Knowledge of research techniques

Knowledge of recent issues and events affecting the industry

Knowledge of research issues and their application

Knowledge of statistical analysis

Knowledge of relevant reference works

Knowledge of professional development activities available

Knowledge of the historical, theoretical and philosophical aspects of the field of practice

Knowledge of time management strategies

Knowledge of own personal and professional strengths and weaknesses

Essential skills:

Ability to:

Participate in professional development activities listed in the range of variables

Identify and communicate research findings with others

Collect, organise and analyse research data

Demonstrate report writing skills

Demonstrate presentation skills

Demonstrate competence in communicating industry specific information

Write reports

Demonstrate literacy, numeracy and computer skills

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this competency unit:	Observation of performance in the workplace or a simulated workplace (defined as a supervised clinic) is essential for assessment of this unit
	Assessment may contain both theoretical and practical components and examples covering a range of clinical situations
	Evidence is required of both knowledge and skills application. The assessee must provide evidence of specified essential knowledge as well as skills
	Consistency of performance should be demonstrated over the required range of situations relevant to the workplace
	Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible
	Assessment of sole practitioners must include a range of clinical situations and different client groups covering at minimum, age, culture and gender
	Assessment of sole practitioners must consider their unique workplace context, including:
	Interaction with others in the broader professional community as part of the sole practitioner's workplace
	Scope of practice as detailed in the qualification and component competency units
	Holistic/integrated assessment including: .

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	Working within the practice framework . Performing a health assessment . Assessing the client . Planning treatment . Providing treatment
Context of and specific resources for assessment:	Assessment should replicate workplace conditions as far as possible
	Simulations may be used to represent workplace conditions as closely as possible
	Where, for reasons of safety, access to equipment and resources and space, assessment takes place away from the workplace, simulations should be used to represent workplace conditions as closely as possible
	Resources essential for assessment include:
	An appropriately stocked and equipped clinic or simulated clinic environment
	Relevant texts or medical manuals
	Documented process to enable the access and interpretation of up-to-date information
	Relevant assessment instruments
	Appropriate assessment environment
	Skilled assessors:

Method of assessment	Observation in the work place and practical demonstration
	Written assignments/projects or questioning should be used to assess knowledge
	Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice.
	Clinical skills involving direct client care are to be assessed initially in a simulated clinical setting (laboratory). If successful, a second assessment is to be conducted during workplace application under direct supervision.
	Explanations for techniques
	Research work
Access and equity considerations:	All workers in the health industry should be aware of access and equity issues in relation to their own area of work
	All workers should develop their ability to work in a culturally diverse environment
	In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
	Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole.   It allows for different work environments and situations that may affect performance.   Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Professional development activities may include:	Articles, public presentations, interviews and other communications
	Attendance at lectures or other education activities
	Participation in research projects
	Participation in provings
	Attendance at association meetings
	Subscription to professional journals
	Clinic supervision
	Provision of or participation in training
	Study, distance-based learning
	Mentoring
Monitored may refer to:	Feedback from colleagues
	Accreditation to professional associations
	Peer discussions
	Workplace assessments
	Supervisory feedback
	Assessment of clinic results
	Client surveys
	Monitoring of client attendance and business success

Research strategies include:	Selecting and defining hypotheses according to standard research practice
	Case history
	Surveys and questionnaires
	Participant recruitment
	Recognised research techniques
	Research validation, peer review, reputability
Research requirements may include:	Designing and making available material and other aids needed to conduct research eg questionnaires
	Identifying all relevant information sources
	Arranging times and places for collection of information
	Collecting and storing information
	Maintaining confidentiality where appropriate
Report research includes:	Presenting research, methodology and findings to industry peers
	Providing analysis of the data, issues and needs arising during research
	Providing an analysis of methodology used

Unit Sector(s)