HLTCOM502C Develop professional expertise

Release: 1

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Modification History

Not Applicable

Unit Descriptor

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

Application	This unit applies to work in a range of health settings where health services are provided with direct client contact involved
	Application of this unit should be contextualised to reflect any specific workplace requirements, issues and practices

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills	This unit contains Employability Skills

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

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 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

ELEMENT	PERFORMANCE CRITERIA
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*

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Own personal and professional strengths and weaknesses
- Professional development activities available
- Recent issues and events affecting the industry
- Relevant reference works

REQUIRED SKILLS AND KNOWLEDGE

- Research issues and their application
- Research strategies
- Research techniques
- Statistical analysis
- The historical, theoretical and philosophical aspects of the field of practice
- Time management strategies

Essential skills:

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Collect, organise and analyse research data
- Demonstrate competence in communicating industry specific information
- Demonstrate literacy, numeracy and computer skills
- Demonstrate presentation skills
- Demonstrate report writing skills
- Identify and communicate research findings with others
- Participate in professional development activities listed in the range of variables
- Write reports

Evidence Guide

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 GUIDE

- The individual being assessed 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:
    - working within the practice framework
    - performing a health assessment
    - assessing the client
    - planning treatment
    - providing treatment

EVIDENCE GUIDE

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

EVIDENCE GUIDE

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 association meetings
	• Attendance at lectures or other education activities
	• Clinic supervision
	• Mentoring
	• Participation in provings
	• Participation in research projects
	• Provision of or participation in training
	• Study, distance-based learning
	• Subscription to professional journals

RANGE STATEMENT

Monitored may refer to:	• Accreditation to professional associations • Assessment of clinic results • Client surveys • Feedback from colleagues • Monitoring of client attendance and business success • Peer discussions • Supervisory feedback • Workplace assessments
Research strategies include:	• Case history • Participant recruitment • Recognised research techniques • Research validation, peer review, reputability • Selecting and defining hypotheses according to standard research practice • Surveys and questionnaires
Research requirements may include:	• Arranging times and places for collection of information • Collecting and storing information • Designing and making available material and other aids needed to conduct research e.g. questionnaires • Identifying all relevant information sources • 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)

Not Applicable

Community Services and Health Industry Skills Council