



Australian Government

Department of Education, Employment and Workplace Relations

HLTAYV608C Manage work within the ayurvedic framework

Release: 1

HLTAYV608C Manage work within the ayurvedic framework

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit of competency describes the skills and knowledge required to manage the effective work practices of self and others within an ayurvedic framework

Application of the Unit

Application

This unit may be applied in a range of health settings

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. Communicate knowledge of ayurvedic philosophy, principles and practices to others | <p>1.1 Effectively communicate the <i>major and minor forms of diagnosis and treatment practices</i> of ayurveda on a one-on-one or group basis</p> <p>1.2 Explain the <i>definition, central philosophies</i> and historical developments of ayurveda</p> <p>1.3 Integrate recent developments and new practices into client services</p> |
| 2. Demonstrate commitment to ethical work practices | <p>2.1 Maintain confidentiality of client information by storing and disposing of records according to clinic requirements</p> <p>2.2 Review work practices periodically to ensure skills and practices are kept current</p> <p>2.3 Ensure work practices show respect for staff and client rights</p> <p>2.4 Ensure work practices adhere to legal, regulatory and clinic guidelines</p> <p>2.5 Ensure accountability <i>measures</i> are implemented for professional practices</p> |

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|--|---|
| 3. Manage workplace relationships | 3.1 Use <i>effective communication and interpersonal skills</i> to ensure all workplace interactions contribute to achievement of clinic objectives and promotion of the practice |
| | 3.2 Ensure workplace relations reflect consideration of the full range of individual and cultural differences |
| | 3.3 Deal with any issues related to the well-being of work colleagues promptly and in accordance with clinic procedures |
| | 3.4 Handle potential and actual workplace conflicts to minimise disruption |
| 4. Manage the achievement of quality standards | 4.1 Establish and practice personal hygiene and infection control guidelines throughout the organisation |
| | 4.2 Undertake hazard control measures and reporting procedures according to clinic guidelines |
| | 4.3 Review individual and clinic performance against established standards |
| 5. Ensure ongoing development of self and team | 5.1 Regularly monitor own performance against workplans, clinic objectives and client needs |
| | 5.2 Seek out and access <i>opportunities for formal and informal development of skills and knowledge</i> to optimise performance |
| | 5.3 Monitor individual performances and develop performance to enhance team performance |
| | 5.4 Ensure coaching and mentoring contributes effectively to development of workplace knowledge, skills and attitudes |

Required Skills and Knowledge

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:

- Ayurvedic bodywork
- Basic knowledge of a range of alternative and complementary therapies
- Basic knowledge of the philosophy, principles and practices of other alternative and complementary therapies such as homeopathy, herbal medicine, nutrition and bodywork
- Ethical issues in management
- How ayurveda works with the conventional medical model
- Industry standards
- Management issues and responsibilities
- Occupational health and safety requirements in the workplace
- Other recently discovered scientific theories
- Philosophical tradition of ayurvedic medicine
- Team development issues
- The Ashtanga Hridaya Samhitta
- The Charaka Samhitta
- The development of ayurveda from ancient times
- The Five Elements (Pancha Mahabhutas)
- The Four Vedas, (Rig, Yajur, Sama, Atharva Vedas)
- The history of ayurvedic medicine
- The philosophies, principles and tools of ayurvedic practice
- The subtle life force (Prana)
- The Sushruta Samhitta
- Tridosha
- Vedic and Indus Valley heritage

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:

- Demonstrate communication skills in a one-to-one and group setting

REQUIRED SKILLS AND KNOWLEDGE

- Demonstrate management skills
- Explain clinic guidelines and legislation
- Explain relevant products and services
- Promote, implement and manage work attitudes and practices that reflect awareness of the importance of a range of aspects of sustainability
- Provide leadership, coaching and/or mentorship
- Seek out and implement new industry findings and practices
- Undertake performance reviews
- Use communication skills in one-on-one and group settings
- Use documentation skills
- Use team development skills
- Work or model work which demonstrates an understanding of underpinning values and philosophies in the ayurvedic framework

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:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Observation of performance in the workplace or a simulated workplace (defined as a supervised clinic) is essential for assessment of this unit
- Consistency of performance should be demonstrated over a range of workplace situations
- 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
- 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

EVIDENCE GUIDE

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

- 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

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:
 - relevant texts or medical manuals
 - relevant paper-based/video assessment instruments
 - appropriate assessment environment
 - skilled assessors

Method of assessment

- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice.
- Observation in the work place
- Questioning
- Role play simulation
- Written assignments/projects

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.

RANGE STATEMENT

Major and minor forms of diagnosis include:

- Trividha Pariksha (Threefold examination method)
 - Darshana (Observation)
 - Prashna (Questioning)
 - Sparshana (Touch)
- Eightfold examination method
 - Nadi Pariksha (Pulse diagnosis)
 - Druka Pariksha ((Eye diagnosis)
 - Sparshana (Palpation)
 - Jivha Pariksha (Tongue diagnosis)
 - Mala Pariksha (Stool examination)
 - Mutra Pariksha (Urine examination)
 - Shabda Pariksha (Voice examination)
 - Akriti Pariksha (General physical features, ie height, weight, deformation of limbs, nails, skin etc)
- Any other method in which the practitioner has been trained to a competent standard
- Procedure which is conducted according to legislative and regulatory requirements
- ayurvedic differential diagnosis

Treatment practices include:

- Abhyanga (Massage or Oleation treatment)
- Aharatatva (Treatment according to ayurvedic Dietary and Nutrition principles based on Rasa and Guna Siddhanta)
- Dravyaguna (Treatment by means of ayurvedic preparations based on herbs, minerals and metals)
- Langhana Chikitsa (Fasting or restricted diet or food intake)
- Pancha Karma (Five-fold ayurvedic cleansing process)
- Rasayana Chikitsa (Rejuvenation Treatment)
- Shamana Chikitsa (Pacification or palliation)
- Shodhana Chikitsa (Purification or Detoxification treatment)

RANGE STATEMENT

Definition of Ayurveda:

- Ayurveda is translated as the 'Science of Life' and is a comprehensive approach to physical, mental and spiritual well-being that takes into account each individual's uniqueness and is concerned with self understanding and self responsibility.

Central philosophies of Ayurveda are:

- Concepts of natural harmony and constitutional balance
- Constitutional types (Vata, Pitta&Kapha)
- Ojas tejas, prana
- The 3 prime qualities or Gunas: Sattva - wholeness, integration, clarity, purity, lightness, 'being'; Rajas - activity, energy, passion, goal oriented, 'doing'; and Tamas - inertia, heaviness, dullness inconstancy, 'sleep'
- The 5 basic elements - space, air, fire, water, earth
- The 'digestive fire' (Agni); the health and integrity of the digestive system; the integrity of the tissues (Dhatus); and the flow of 'life forces' through subtle energy channels (Nadis)
- The recognition of ourselves as spiritual beings, with an innate connection to the universal spirit/consciousness

Measures are implemented could refer to:

- Case notes
- Clinic standards and procedures
- Current certification for special services offered - where appropriate
- Documentation of medicine prescription and supply
- Financial documentation
- Performance reviews
- Practitioner qualification
- Supervision of practice

RANGE STATEMENT

Effective communication and interpersonal skills may include:

- Ability to clarify needs
- Ability to establish rapport and trust
- Active listening skills
- Conflict resolution skills
- Empathy and respect
- Eye contact
- Honesty and integrity
- Negotiation skills
- Presentation
- Verbal communication skills
- Written communication skills

Opportunities for formal and informal development of skills and knowledge may include:

- Articles, public presentations, interviews and other communications
- Attendance at lectures or other education activities
- Attendance of association meetings
- Clinic supervision
- Participation in research projects
- Provision of, or attendance in, training
- Study, distance-based learning
- Subscription to professional journals

Unit Sector(s)

Not Applicable