



Australian Government

Department of Education, Employment and Workplace Relations

HLTNAT608C Apply naturopathic diagnostic framework

Release: 1

HLTNAT608C Apply naturopathic diagnostic framework

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit of competency describes the skills and knowledge required to interpret information gathered in the health assessment and make and review accurate diagnoses over the course of treatment, according to the naturopathic framework

Application of the Unit

Application

This unit applies to work undertaken within a naturopathic framework

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

1. Analyse and interpret information received

PERFORMANCE CRITERIA

- 1.1 Correlate results of the health assessment with case history
- 1.2 Recognise *signs and symptoms of condition* in the client and identify as pre-requisites for treatment/care
- 1.3 Assess information gathered and assign priorities in consultation with the client using the knowledge and experience and theoretical principles applied by the practitioner
- 1.4 Gather, record and organise information in a way which can be interpreted readily by other professionals
- 1.5 Analyse *patterns* and differentiate by assessing signs and symptoms
- 1.6 Identify condition according to stage and related implications (eg acute/chronic) by applying principles of diagnosis
- 1.7 Use professional judgement to draw sound conclusions and prognosis from the data collected
- 1.8 Elicit all diagnostic signs and symptoms in a thorough and objective manner to avoid premature conclusions
- 1.9 Monitor client's progress systematically in order to confirm the initial diagnosis or clinical impression

ELEMENT	PERFORMANCE CRITERIA
2. Critically evaluate the diagnosis	2.1 Apply an ongoing critical evaluation 2.2 Select appropriate diagnostic tools/methods 2.3 Carry out re-evaluation of the case whenever considered necessary by the practitioner 2.4 Combine history and clinical data effectively to obtain a differential diagnosis, diagnosis and prognosis
3. Inform the client	3.1 Discuss rationale of the diagnosis/prognosis with the client 3.2 Respond to client enquiries using language the client understands 3.3 Discuss referral and collaborative options with the client if necessary

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:

- Anatomy and physiology of the body systems
- Disease process
- Knowledge and understanding of types of further investigation available
- Referral process
- Relevant testing and assessment options and procedures
- Signs and symptoms of disease and disorder/dysfunction
- The contribution of the different schools of thought and historical theories of clinical practice

REQUIRED SKILLS AND KNOWLEDGE

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:

- Access and interpret up-to-date information
- Apply differential assessment
- Demonstrate differential diagnostic skills
- Establish urgency for treatment required
- Interpret investigative findings
- Prioritise presenting conditions
- Write referrals, appraisal letters for insurance companies and other documentation

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)
- 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 may contain both theoretical and practical components and examples covering a range

EVIDENCE GUIDE

of clinical situation

- 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

Context of and specific resources for assessment:

- An appropriately stocked and equipped clinic or simulated clinic environment
- Relevant texts or medical manuals
- Relevant paper-based assessment instruments
- Appropriate assessment environment

Method of assessment

- Observation in the work place
- 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. If successful, a second assessment is to be conducted during workplace application under direct supervision.
- Diagnosis from assessment notes or simulated assessments
- Oral questioning

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

Related units:

This unit should be assessed in conjunction with the following related units:

- HLTCOM404C Communicate effectively with clients
- HLTNAT606C Perform naturopathic health assessment
- HLTNAT609C Work within a naturopathic framework

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

Signs and symptoms of condition may include:

- Physical evidence
- Behavioural evidence
- States of disorder
- Test or examination results
- Sensations
- Onset
- Duration
- Location
- Causation
- Ameliorating and aggravating factors
- Symptom qualities (intensity, severity, nature of complaint)
- Non-verbal signs and symptoms
- Functional and pathological disturbances

Patterns may refer to:

- Temperaments - humoral theory eg choleric/sanguine
- Constitutional states eg neuresthenic
- Syndromes eg adrenal exhaustion
- Functional disorders eg functional hypoglycemia
- Disease/conditions

Unit Sector(s)

Not Applicable