



Australian Government

Department of Education, Employment and Workplace Relations

HLTNUT604C Manage Work within a clinical nutritional framework

Release: 1

HLTNUT604C Manage Work within a clinical nutritional framework

Modification History

HLT07 Version 4	HLT07 Version 5	Comments
HLTNUT604B Manage work within a clinical nutritional framework	HLTNUT604C - Manage work within a clinical nutritional framework	Unit updated in V5. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit of competency describes the skills and knowledge required to manage the effective work practices of self and others within a nutritional medicine framework

Application of the Unit

Application

This unit applies to work in a nutritional medicine context

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 *nutritional medicine philosophy, principles and practices*

- 1.1 *Effectively communicate* the methods of diagnosis and treatment practices on a one-to-one or group basis
- 1.2 Explain the central philosophies and historical developments
- 1.3 Integrate recent and new developments into client services

2. Demonstrate commitment to ethical work practices

- 2.1 Maintain confidentiality of client by storing and disposing of records according to clinic requirements
- 2.2 Periodically review work practices to ensure skills and practices are kept current
- 2.3 Show respect for staff and client rights
- 2.4 Adhere to legal, regulatory and clinic guidelines
- 2.5 Implement measures to ensure accountability for professional practices

ELEMENT**PERFORMANCE CRITERIA****3. Manage workplace relationships**

- 3.1 Use effective communication and interpersonal skills 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 issues related to the wellbeing 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 practise 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 Monitor own performance against workplans, clinic objectives and client needs
- 5.2 Seek out and access opportunities for formal and informal development of skills and knowledge
- 5.3 Monitor individual performances and ensure opportunities to develop and enhance team performance are accessed where appropriate
- 5.4 Provide effective coaching and mentoring to contribute to development of appropriate workplace knowledge, skills and attitudes

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:

- Communication skills in one-to-one and group settings
- Ethical issues in management
- Ethical issues in natural medicine
- How nutritional medicine works with the conventional medical model
- Industry standards
- Management issues and responsibilities
- WHS requirements in the workplace
- Philosophical tradition of science / western medicine
- Sociology of health and the health care system
- Team development issues
- The current political context of healthcare
- The dynamic interchange between the physical, mental, social, environmental and spiritual landscape
- The history of nutritional medicine
- The holistic integration of western and natural approaches to health
- The philosophy, principles and practices of nutritional medicine practice
- The philosophy, principles and practices of other alternative and complementary therapies
- The qualitative, quantitative, cultural and traditional lines of evidence used in nutritional medicine
- The rationalistic, analytical approach to an understanding of disease
- The vitalistic, empirical approach to health

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:

- Correctly identify information needs
- Demonstrate communication skills including the ability to communicate with people from a range of diverse cultural and linguistic backgrounds
- Demonstrate communication skills in a one-to-one and group setting
- Demonstrate documentation skills
- Demonstrate management skills
- Demonstrate team development skills

- Explain clinic guidelines and legislation
- Explain relevant products and services
- Identify ethical issues
- Model work which demonstrates an understanding of underpinning values and philosophies in the nutritional medicine framework
- 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

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
- Assessment may contain both theoretical and practical components and examples covering a range of clinical situations
- 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:

EVIDENCE GUIDE

- 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:

- Resources essential for assessment include:
 - relevant texts or medical manuals
 - relevant assessment instruments
 - appropriate assessment environment
 - skilled assessors

Method of assessment)

- Observation in the work place
- Practical demonstration and simulations
- Written assignments/projects
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice
- Oral Questioning
- Role play simulation
- Short tests and essays
- 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

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.

RANGE STATEMENT

Nutritional medicine philosophy, principles and practices may include:

- Nutritional medicine philosophy
 - first do no harm
 - identify&treat the causes
 - treat the whole person as an individual
 - prevention is better than cure
 - educate the client
 - the healing power of nature
- Nutritional medicine principles
 - empiric - respect for nutritional and natural medicine philosophy, tradition and empirical observation
 - natural - natural is always preferable
 - individuality - individuals have a unique interaction with their nutritional environment
- Nutritional medicine practice
 - diet as therapy (health maintenance, therapeutic diets, dietary modification)
 - therapeutic application of special and functional foods (food as medicine)
 - cultural dietary perspectives
 - therapeutic and preventive aspects of fasting/detoxification
 - nutrient supplementation
 - individual unique dietary needs
 - behavioural and lifestyle strategies

RANGE STATEMENT

Forms of nutritional medicine diagnosis may include:

- Observation
- Discussion
- Taking temperature
- Taking pulse and blood pressure
- Palpation and auscultation
- Percussion
- External physical examination
- Urine tests
- Assessment of growth (height, weight, head circumference) and development
- Overview of system by enquiring about the presence of previously diagnosed organic diseases and functional disorders
- Any other method in which the practitioner has been trained to a competent standard
- Procedure which is conducted according to legislative and regulatory requirements
- Anthropometric
- Biochemical analysis
- Diet diary
- Nutritional screening
- 24 hour recall
- Food frequency questionnaire
- Physical signs of malnutrition
- Iridology
- Pathology laboratory tests (blood, urine, stool)

Nutritional medicine treatment practices may include:

- Prescription of nutritional supplements
- Prescription of diets

RANGE STATEMENT

Effective communication and interpersonal skills may include

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

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
- Participation in research projects
- Attendance at association meetings
- Subscription to professional journals
- Clinic supervision
- Provision of or participation in training
- Study, distance-based learning

Unit Sector(s)

Not Applicable