



Australian Government

Department of Education, Employment and Workplace Relations

HLTNUT605B Perform nutritional medicine health assessment

Release: 1

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Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit of competency describes the skills and knowledge required to observe the condition of the client and gather information relevant to the case, according to 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

1. Determine the scope of the assessment and client needs

PERFORMANCE CRITERIA

- 1.1 Establish client's purpose for consultation and identify the symptoms experienced
- 1.2 Determine client's eligibility for service using clinic/personal policies
- 1.3 Explain services able to be provided and limits of available services
- 1.4 Explore and clarify client's expectation of the service/clinic
- 1.5 Identify *factors likely to have a negative impact on assessment* in consultation with the client and implement strategies to minimise the effects of these factors wherever possible
- 1.6 Define personal abilities, level of professional competence and parameters of role to the client
- 1.7 Refer client to *other health care providers* where their needs are identified as beyond the scope of the services able to be provided, or if in the opinion of the practitioner their needs are best met by doing so
- 1.8 Identify and promote legal rights of the client

ELEMENT**PERFORMANCE CRITERIA****2. Obtain and record an accurate history of the client**

- 2.1 Seek *client history* from the client in a respectful way with all enquiries asked in a purposeful, systematic and diplomatic manner
- 2.2 Collect and record accurate, relevant and well organised information in a manner which can be interpreted readily by other professionals
- 2.3 Ensure information is treated and stored in a confidential manner

3. Manage the health assessment

- 3.1 Obtain informed client consent prior to conducting tests in accordance with legislative requirements
- 3.2 Investigate abnormal findings in a deliberate, logical and appropriate manner
- 3.3 Assess the reliability of data obtained and establish, where possible, appropriate clinical correlation with client's presenting condition
- 3.4 Use questions to clarify results and gain further information in a manner relevant to client needs and test results
- 3.5 Determine need to carry out laboratory tests based on the integration of previously obtained clinical data and history
- 3.6 Adhere to agency protocol required in ordering tests
- 3.7 Allow adequate time during consultation to gather critical information
- 3.8 Identify and minimise factors that may interfere with the information gathering process
- 3.9 Identify, establish and maintain essential requirements for the maintenance of clinical and practitioner hygiene
- 3.10 Anticipate any potential sensitivities of the client and adapt approach to take these into account, while ensuring the maintenance of client dignity

ELEMENT

4. Make a comprehensive assessment of the client

PERFORMANCE CRITERIA

- 4.1 Observe and identify *signs of disease*/condition according to nutritional medicine framework
- 4.2 Seek specific details of signs and symptoms of the presenting complaint/s or health conditions
- 4.3 Employ other assessment techniques as appropriate
- 4.4 Record, accurately, all information in a systematic manner in accordance with clinic guidelines

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:

- Anatomical terminology and levels of organisation
- Anatomy and physiology according to various stages of life
- Biochemistry
- Clinical features and pathophysiology of common bacterial and viral diseases to assess, stage, severity and likely prognosis
- Critical information required for diagnosis and treatment according to nutritional medicine framework
- Ethical and legal implications of enquiry
- Factors affecting transmission of disease and choice of treatments of common infectious diseases
- Identification of infectious organism, indications, complications, epidemiology, occurrence, mode of transmission, vectors, incubation period, period of communicability, presentation, diagnosis, treatment, management and prevention
- Knowledge and understanding of
 - anatomical systems including muscoskeletal - including muscles, bones, cartilage, joints, head, upper trunk, upper limb, pelvis, lower limb
 - cardiovascular including haemopoetic - including vascular system, spleen, heart and pericardium, systemic arteries, systemic veins, portal veins, foetal circulation
 - ENT and special senses - including hearing and equilibration, vision, smell, taste
 - gastrointestinal - including mouth, salivary glands, tongue, pharynx, oesophagus, abdomen and peritoneum, stomach, small intestine, large intestine, liver, biliary system, pancreas
 - lymphatic - including thoracic viscera, abdominal and pelvic viscera, alimentary tract, urinary and genital systems, trunk and limbs, deep and superficial lymph nodes
 - nervous - including peripheral, autonomic and central nervous systems
 - respiratory - including larynx, trachea, lungs and mediastinum, pleura

REQUIRED SKILLS AND KNOWLEDGE

- urogenital (reproductive and urinary) and endocrine - including kidneys, ureter and bladder, male genital organs, female genital organs, thyroid, parathyroid glands, pituitary gland, adrenal gland, thymus gland

continued ...

Essential knowledge (contd):

- Pathophysiology and disease processes of common clinical diseases and interactivity between them, to the level necessary to support the making of a screening assessment and assessment of the client's condition to support the practice of natural/traditional medicine
- Pathophysiology and disease processes affecting the nervous system
 - cardiovascular system - blood, clotting, erythropoietin, cardiac cycle
 - central and peripheral nervous tissue, brain, spinal cord and associated nerves, sensory, motor and integrative systems, autonomic nervous system
 - endocrine system - thyroid, parathyroid and adrenal glands, pancreas, calcium and bone metabolism, pituitary gland, pineal gland
 - ENT and special senses - vision, hearing, smell, taste
 - lymphatic system - immunity, allergy
 - respiratory system - pulmonary function, gas transport, regulation of respiration, respiratory adjustments
 - urogenital system - renal function, fluid balance, male and female reproductive systems, musculoskeletal system - processes affecting joints, muscles, tendons, ligaments and bones
- Philosophical approach to diagnosis and treatment
- Physiology including:
 - basic physiology - including physiology of musculoskeletal system - muscles, posture and movement; nervous system - central, peripheral and automatic nervous systems
 - cardiovascular system - heart, circulation
 - ENT and other senses - hearing and equilibration, vision, smell, taste
 - gastrointestinal - motility, secretions, movement of food, digestion and absorption
 - general physiology - including cell structure and function, metabolism, levels of organisation in the body
 - lymphatic system - lymph, immunity and allergy
 - respiratory system - pulmonary function
 - urogenital and endocrine - renal function, micturition, extracellular fluid, metabolism, thyroid gland, hormones, and reproduction
- Physical signs and symptoms of wellbeing and disease
- Relevant testing and assessment options and procedures
- Symptomology and pathology according to nutritional medicine practice

REQUIRED SKILLS AND KNOWLEDGE

- Terminology correct to discipline
- The cost benefit ratio of special tests or studies
- The legal and ethical requirements for confidentiality
- Time management requirements during consultation

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 methods of keeping medical records
- Communicate effectively to gain required information
- Conduct external physical examination
- Demonstrate communication skills including the ability to communicate with a range of people from diverse cultural and linguistic backgrounds
- Demonstrate observation skills
- Demonstrate physical examination procedures
- Demonstrate record keeping skills
- Demonstrate respect for practitioner/client boundaries
- Detect and record symptoms and signs present including precipitating factors, relieving factors and associated manifestations
- Determine the scope of the assessment and client needs
- Identify location, stage and characteristics of disease
- Make a comprehensive assessment of the client as relevant to nutritional medicine in practice
- Manage the health assessment of the client as relevant to nutritional medicine practice
- Obtain and record an accurate history of the client
- Understand and discuss medical reports
- Use a range of medical equipment used in external physical examinations
- Use equipment and technology competently and safely
- Use terminology correct to discipline

Evidence Guide

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:
 - 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:

- Resources essential for assessment include:
 - an appropriately stocked and equipped clinic or simulated clinic environment
 - skilled assessors
 - nutritional value tables for Australian foods and/or suitable dietary software
 - relevant manuals, texts, journals
 - appropriate assessment environment

Method of assessment

- Observation of performance in the workplace
- Examples of assessment notes
- Written assignments, client treatment logbooks and short answer tests
- Practical demonstrations and exercises
- Research work or written reports of observations in a practical setting
- Oral questioning on technique or assessment strategy
- Role play simulation
- Case studies and scenarios as a basis for discussion of issues and strategies to contribute to best practice in the work environment
- 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

Related units:

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

- HLTCOM404C Communicate effectively with clients
- HLTIN504C Manage the control of infection
- HLTNUT403B Apply a nutritional medicine diagnostic framework
- HLTNUT604B Manage work within a nutritional medicine 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

Factors likely to have a negative impact on assessment may include:

- Language difficulties
- Disabilities
- Emotional trauma
- Lack of privacy or focus due to other parties being present
- Cultural or gender factors

Other health care providers may include:

- Doctors
- Social workers
- Alternative and complementary health practitioners
- Counsellors
- Dieticians

Client history may include:

- Date of presentation
- Identifying personal details
- Source of referral (if applicable)
- Main presenting health condition/complaint or reason for consultation
- Presenting symptom picture
- General state of health
 - physical
 - emotional
 - allergies/sensitivities
 - dietary picture
 - sleep pattern
 - exercise
 - leisure activities
- Childhood and adult illness
- Accidents, injuries, operations
- Hospitalisations
- Occupational history and environment
- Other current medical treatment
- Medication, supplements and natural remedies - current and previous
- Social lifestyle including social drug use
- Family history

RANGE STATEMENT

Potential sensitivities may include:

- Gender
- Ethnicity
- Language
- Religious beliefs
- Cultural heritage
- Sexuality
- Ability
- Presenting disease state and personal history

Signs of disease/condition may refer to:

- Precipitating factors
- Relieving factors
- Associated manifestations
- Indications of stage and status of illness
- Symptom qualities
- Functional and pathological disturbances

Other appropriate assessment techniques may include:

- Observation
- Discussion
- Taking temperature
- Taking pulse and blood pressure
- Palpation and auscultation
- Percussion
- External physical examination
- Dietary analysis methods
- Iridology techniques
- Skin 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

Unit Sector(s)

Not Applicable