# Templates for Naturopathy Course Accreditation Evidentiary Requirements

### Supplementary Document for Applications for Naturopathy Course Accreditation with the Australian Register of Naturopaths and Herbalists

## Template for Criteria 4.5

*This table identifies the links between learning outcomes, assessments and required graduate competencies. It maps subjects against the Competency Standards relevant to the professional qualification.*

|  |
| --- |
| Subject code and name: |
| Subject description: |
| Learning Outcomes |  | 1. `
 |  |  |  |  |
| Assessment 1 |  |  |  |  |  |  |
| Assessment 2 |  |  |  |  |  |  |
| Assessment 3 |  |  |  |  |  |  |
| Assessment 4 |  |  |  |  |  |  |
| Competency 1: Functions in accordance with legislation and common law affecting naturopathic practice |  |  |  |  |  |  |
| Competency 2: Accepts accountability and responsibility for own actions within naturopathic practice |  |  |  |  |  |  |
| Competency 3: Communicates information effectively to facilitate decision-making by the patient |  |  |  |  |  |  |
| Competency 4: Promotes safe and effective naturopathic care |  |  |  |  |  |  |
| Competency 5: Assesses, plans, provides and evaluates safe and effective naturopathic care |  |  |  |  |  |  |
| Competency 6: Assesses, plans and evaluates safe and effective naturopathic care for the patient withcomplex needs |  |  |  |  |  |  |
| Competency 7: Practice as appropriate to the naturopaths’ role in the health care team |  |  |  |  |  |  |
| Competency 8: Advocates to protect the rights of individuals and communities to naturopathic care |  |  |  |  |  |  |
| Competency 9: Develops strategies to implement and support collaborative naturopathic practice |  |  |  |  |  |  |
| Competency 10: Actively supports naturopathy as a public health strategy |  |  |  |  |  |  |
| Competency 11: Ensures naturopathic practice is culturally safe |  |  |  |  |  |  |
| Competency 12: Bases naturopathic practice on ethical decision making |  |  |  |  |  |  |
| Competency 13: Identifies personal beliefs and develops these in ways that enhance naturopathic |  |  |  |  |  |  |
| Competency 14: Acts to enhance the professional development of self and others |  |  |  |  |  |  |
| Competency 15: Uses evidence to inform naturopathic practice |  |  |  |  |  |  |

## Template for Criteria 4.8

**This information provides evidence that the naturopathy program has a *minimum of 400 hours of supervised naturopathic clinical experience with at least 60% of those hours providing care as the primary clinician, not inclusive of simulation activities incorporated into the program and providing exposure to a variety of health conditions with sufficient client interactions to ensure development of diverse skills in patient care and management***

**Part A:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Clinical subject title (code) | Year/Semester  | Contact hours | Number of contact hours providing client consultations | Number of contact hours providing client consultations as a primary practitioner |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| Total: |  |  |  |
| Proportion of client contact hours as primary practitioner (%): |  |

**Part B:**

|  |  |
| --- | --- |
| Total annual number of client visits to naturopathy clinic per site: |  |
| Total annual number of initial client visits to naturopathy clinic per site: |  |
| Total annual number of follow-up client visits to naturopathy clinic per site: |  |
| Average number of visits per client throughout client journey: |  |
| List of 20 most common health conditions as primary reason for client visit: |  |

## Template for Criteria 4.11

**This information provides evidence that the naturopathy program has an extended clinical practicum in Australia towards the end of the program to consolidate the acquisition of competence and facilitation to practice. A summative assessment is made at this time against all Competency Standards for the clinical setting.**

**In the table below, provide details about the subject and assessment, including a full description of the assessment criteria. Indicate where the assessment criteria aligns with the competency standards where appropriate.**

|  |  |
| --- | --- |
| Subject code and name: |  |
| Subject description: |  |
| Semester/Year: |  |
| Assessment name: |  |
| Assessment description: |  |
| Assessment weighting: |  |
| Assessment criteria |  | 1. `
 |  |  |  |  |
| Competency 1: Functions in accordance with legislation and common law affecting naturopathic practice |  |  |  |  |  |  |
| Competency 2: Accepts accountability and responsibility for own actions within naturopathic practice |  |  |  |  |  |  |
| Competency 3: Communicates information effectively to facilitate decision-making by the patient |  |  |  |  |  |  |
| Competency 4: Promotes safe and effective naturopathic care |  |  |  |  |  |  |
| Competency 5: Assesses, plans, provides and evaluates safe and effective naturopathic care |  |  |  |  |  |  |
| Competency 6: Assesses, plans and evaluates safe and effective naturopathic care for the patient withcomplex needs |  |  |  |  |  |  |
| Competency 7: Practice as appropriate to the naturopaths’ role in the health care team |  |  |  |  |  |  |
| Competency 8: Advocates to protect the rights of individuals and communities to naturopathic care |  |  |  |  |  |  |
| Competency 9: Develops strategies to implement and support collaborative naturopathic practice |  |  |  |  |  |  |
| Competency 10: Actively supports naturopathy as a public health strategy |  |  |  |  |  |  |
| Competency 11: Ensures naturopathic practice is culturally safe |  |  |  |  |  |  |
| Competency 12: Bases naturopathic practice on ethical decision making |  |  |  |  |  |  |
| Competency 13: Identifies personal beliefs and develops these in ways that enhance naturopathic |  |  |  |  |  |  |
| Competency 14: Acts to enhance the professional development of self and others |  |  |  |  |  |  |
| Competency 15: Uses evidence to inform naturopathic practice |  |  |  |  |  |  |

## Template for Criteria 5.6

*This table demonstrates how the Program content supports the development and application of critical thinking, knowledge and skills.*

*Please provide the relevant subject code and learning outcome against the criteria provided.*

|  |
| --- |
| Institution:  |
| Degree name: |
| **Semester** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** |
| Critical thinking, analysis and problem solving |  |  |  |  |  |  |  |  |
| Quality improvement technologies |  |  |  |  |  |  |  |  |
| Research appreciation and translation |  |  |  |  |  |  |  |  |
| Legal and ethical issues in health care and research |  |  |  |  |  |  |  |  |
| Health informatics and health technology |  |  |  |  |  |  |  |  |
| Lifelong learning |  |  |  |  |  |  |  |  |

## Staffing Table Template

Staff Name:

Position held:

|  |  |
| --- | --- |
| Length of service |  |
| Qualification 1 |  |
| Qualification 2 |  |
| Academic experience | *In years* |
| Clinical experience | *Should be between 2 – 5 years minimum* |
| Qualified in relevant discipline |  |
| Qualification standard is higher than program of study being taught / or equivalent professional experience |  |
| Relevance of experience to subject being taught |  |

Staff Name:

Position held:

|  |  |
| --- | --- |
| Length of service |  |
| Qualification 1 |  |
| Qualification 2 |  |
| Academic experience | *In years* |
| Clinical experience | *Should be between 2 – 5 years minimum* |
| Qualified in relevant discipline |  |
| Qualification standard is higher than program of study being taught / or equivalent professional experience |  |
| Relevance of experience to subject being taught |  |

Staff Name:

Position held:

|  |  |
| --- | --- |
| Length of service |  |
| Qualification 1 |  |
| Qualification 2 |  |
| Academic experience | *In years* |
| Clinical experience | *Should be between 2 – 5 years minimum* |
| Qualified in relevant discipline |  |
| Qualification standard is higher than program of study being taught / or equivalent professional experience |  |
| Relevance of experience to subject being taught |  |

Faculty Summary:

This table demonstrates how the overall composition and combined experience of the faculty adequately reflects the naturopathic orientation of the program and that Graduates are capable of integrating naturopathic principles, philosophy and clinical theory into clinical practice.

|  |  |
| --- | --- |
| Total number of staff: |  |
| Total number of staff qualified in naturopathy |  |
| Ratio of naturopathy qualified staff to non-qualified |  |