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| Clinician’s checklist |
| For allied health professionals and allied health assistants |
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# Introduction

Making best use of allied health assistants (AHAs) allows for greater capacity to meet consumer demand for allied health services. It means that:

* allied health professionals (AHPs) can complete more complex work, working to the full extent of their scope of practice
* AHAs can use all of their skills and scope of practice across allied health disciplines.

These clinicians’ checklists can help you identify if AHA roles are being used as effectively as possible.

The checklists are for both AHPs and AHAs working in the health, aged care or disability sectors. You may be an AHA working as an employee or contractor. Or you may be an AHP working with or supervising AHAs. The AHAs may be employed by you, employed by your workplace or contracted to work with you.

The first checklist is for AHAs to assess their own role. The second is for AHPs to consider how they work with AHAs.

Assess your practice against the indicators in the checklist. Use this to identify areas for development to ensure best use of AHAs. The checklists also include some examples and resources to help you.

# Instructions

The checklists can be completed electronically or printed and filled in by hand.

You can complete it yourself, with your AHP or AHA colleagues or with a group of AHAs or AHPs.

Rate yourself against the indicators using the 5-point scoring system outlined in **Table 1**.

Each indicator includes examples. Also consider anything relevant to your workplace that is not listed.

Table 1: Scoring options

| Score | Meaning |
| --- | --- |
| 1 | Strongly disagree |
| 2 | Disagree |
| 3 | Unsure or undecided |
| 4 | Agree |
| 5 | Strongly agree |
| NA | Not applicable to your work |

Based on your ratings, summarise your strengths and areas for further development in the learning plan. You can complete the learning plan yourself of with your AHP or AHA colleagues.

Then outline an action plan with specific activities or changes to be made.

You can add more than 3 areas to the plan. To add a new row, go to the last table cell and select the **Tab** key.

The checklists can be used as part of:

* an early graduate program
* onboarding
* performance appraisal
* workload and workforce planning
* reflective practice activities.

# Allied health assistant checklist

## Personal assessment

### My details

| Detail | Answer |
| --- | --- |
| Name |  |
| Role |  |

### Professional relationships

**Note**: Peak bodies are defined here as AHP registration and membership organisations

| Indicator | Examples and more information | Rating | Comments |
| --- | --- | --- | --- |
| I clearly understand the difference between the roles and responsibilities of AHAs and AHPs in my workplace | * Workplace position descriptions, job or role descriptions
* Skills matrices
* Required qualifications for position
* Review enterprise agreements
* Supervision discussions
 |  |  |
| I clearly understand an AHA’s expected training, role and scope of practice | * Department of Health’s core AHA competencies[[1]](#footnote-2) and supervision and delegation frameworks[[2]](#footnote-3)
* Certificates III and IV in Allied Health Assistance
* Peak body position statements[[3]](#footnote-4)
* Workplace credentialing and scope of practice documents
 |  |  |
| I clearly understand the differences in the roles and responsibilities of differently graded AHAs in my workplace | * Workplace position descriptions, job or role descriptions
* Skills matrices
* Required qualifications for position
* Educate AHPs in supervision
* Review enterprise agreements
 |  |  |
| I actively promote the differences in AHA roles in my workplace to the AHPs I work with | * New AHA or AHP orientation
* Working side-by-side with delegating AHPs
* Describing your experience and training to AHPs and other AHAs
 |  |  |
| I have strategies for written and verbal communication with AHPs | * Scheduled supervision
* Log book
* Delegation tools
* Criteria or prompts for escalation
* Case conferences
* Care planning
* Resident reviews
* Feedback processes
 |  |  |
| I am making contact or seeking networks with peers in my local area or service | * Join special interest groups
* Peak body registration or professional memberships
* Communities of practice
* Peer groups across different sites or campuses
* Alumni or student contacts
* Monash AHA conference
* AHA National Association (AHANA)
* Regional groups
 |  |  |

### Supervision and delegation

| Indicator | Examples and more information | Rating | Comments |
| --- | --- | --- | --- |
| I use and understand my workplace’s delegation processes | * Delegation flow chart (figure 4.1) in the supervision and delegation framework[[4]](#footnote-5)
* Workplace delegation tool
* Workplace clinical priority tool
* AHA delegation tool[[5]](#footnote-6)
 |  |  |
| I seek and take part in at least monthly documented supervision (one-on-one or group) in my workplace | * Clinical supervision framework, including online training modules[[6]](#footnote-7)
* Workplace supervision policy
* Supervision sessions with an AHP or other AHAs in your team
* Time dedicated to supervision practices outside of clinical tasks
 |  |  |
| I know how, when and who to escalate consumer-related concerns to in my workplace for more support | * Delegating AHP
* Team contact list
* Supervisor, manager
* Incident reporting process
* Union reporting process
 |  |  |
| I am taking measures to ensure my skills and attributes are being fully used by the teams I work with | * Full caseload of clinical and suitable administrative tasks
* Liaise with AHP about your workload
* Develop more skills
* Complete this checklist with your supervisor
 |  |  |

### Training and development

**Note**: Peak bodies are defined here as AHP registration and membership organisations

| Indicator | Examples and more information | Rating | Comments |
| --- | --- | --- | --- |
| I actively identify (and document) my learning needs | * Yearly performance appraisals
* Clinical supervision
 |  |  |
| I know how to find and access professional development in and outside of my workplace | * Workplace education calendars
* Special interest groups
* Team meetings
* Word of mouth or social media
* Access larger workplaces’ training
* Peak body training opportunities
* AHANA course lists
 |  |  |
| I complete or actively take part in professional development activities | * Case examples
* Reflective practice
* In-service training, short courses or internal training
* Online learning
* Review journal articles
* Record training and development in log book
 |  |  |
| I am aware of formal training opportunities and pathways (such as further TAFE opportunities) | * Certificate IV in Training and Assessment
 |  |  |
| If available or needed for my role, I complete competency-based training or upskilling in my workplace with relevant AHP or AHA assessors | * Work with AHPs to broaden skills
* Workplace competency resources
* Discipline-based competency completed with supervisor
 |  |  |
| I seek opportunities to take part in or lead improvement and research activities relevant to my workplace | * Look for opportunities to improve your workplace
* Receive and give coaching or mentoring
* Quality projects
* Leadership roles
* Education planning activities
 |  |  |

## Allied health assistant learning plan

Based on your assessment, identify your areas of strength and opportunities for more development. Indicators rated 3 or lower suggest areas for further development.

Then outline a plan with specific activities or changes to be made. Some of the resources mentioned in the checklist may help you do this.

You can add more than 3 areas to the plan. To add a new row, go to the last table cell and select the **Tab** key.

### Strengths and opportunities

| Areas of strength | Areas for more development |
| --- | --- |
|  |  |

### Plan

| Prioritised area for development | Method for development | Timeframe |
| --- | --- | --- |
|  |  |  |
|  |  |  |
|  |  |  |

### Next review

**Date of next review**:

# Allied health professional checklist

## Personal assessment

### My details

| Detail | Answer |
| --- | --- |
| Name |  |
| Role |  |

### Professional relationships

**Note**: Peak bodies are defined here as AHP registration and membership organisations

| Indicator | Examples and more information | Rating | Comments |
| --- | --- | --- | --- |
| I clearly understand the difference between the roles and responsibilities of AHAs and AHPs in my workplace | * Workplace position descriptions, job or role descriptions
* Skills matrices
* Required qualifications for position
* Review enterprise agreements
* Supervision discussions
 |  |  |
| I clearly understand an AHA’s role, training and scope of practice | * Department of Health’s core AHA competencies[[7]](#footnote-8)
* AHA supervision and delegation frameworks[[8]](#footnote-9)
* Certificates III and IV in Allied Health Assistance
* Review an AHA’s elective list
* Peak body position statements[[9]](#footnote-10)
* Workplace credentialing and scope of practice documents
 |  |  |
| I clearly understand the differences in the roles and responsibilities of differently graded AHAs in my workplace | * Workplace position descriptions and role descriptions
* Skill matrices
* Ask your AHA team
 |  |  |
| I actively seek to clarify the role and skills of each AHA I work with | * Supervision sessions
* Rotational orientation
* Yearly performance appraisal
* Competency record
* Log book, checklist or register
 |  |  |
| I have strategies for written and verbal communication with AHAs | * Scheduled supervision
* Log books
* Team huddles
* Case conference
* Handovers
* Delegation tools
* Supervision aligned to AHA goals
 |  |  |
| I actively contribute to an inclusive culture with AHAs and develop interprofessional relationships | * Include AHAs in team activities like
	+ management plans,
	+ multidisciplinary meetings
	+ case reviews
	+ resident reviews,
	+ quality activities
* Support AHAs in leadership roles
 |  |  |
| I have access to resources on how to work effectively with AHAs | * liaising peak body for resources
* Peak body position statements[[10]](#footnote-11)
* Supervision and delegation framework for AHAs in disability (appendix F)[[11]](#footnote-12)
 |  |  |

### Supervision and delegation

| Indicator | Examples and more information | Rating | Comments |
| --- | --- | --- | --- |
| I have been supported, trained or given orientation on the requirements of supervising an AHA and AHP accountability, where applicable | * Clinical supervision framework, including online training modules[[12]](#footnote-13)
* Workplace procedures
* Senior staff support
* AHA supervision and delegation frameworks[[13]](#footnote-14)
* Local insurance requirements
 |  |  |
| I have completed training on delegating to AHAs or other delegable workforces (such as psychiatric service officers, nursing assistants) | * [Allied health assistant delegation – dos and don’ts video on VicGovDH YouTube channel](https://www.youtube.com/watch?v=ubyri39HuRQ)[[14]](#footnote-15)
* Online or face-to-face workplace training
 |  |  |
| I prioritise, schedule and document AHA supervision | * Clinical supervision framework, including online training modules[[15]](#footnote-16)
* Workplace supervision policy
* Face-to-face sessions or online sessions
* Workplace supervision templates
* Regularly scheduled appointments
* Online reminders through workplace education platform
 |  |  |
| I practice in a way that best uses AHAs and lets me work at the top of scope for my role | * Delegate up to 25% of AHP workload where applicable and relevant
* Ensure full and appropriate AHA caseload
* Contribute to AHA upskilling and competency-based training
* Use AHA input to support consumer goals
* Provide opportunities for AHA education
 |  |  |

### Training and development

**Note**: Peak bodies are defined here as AHP registration and membership organisations

| Indicator | Examples and more information | Rating | Comments |
| --- | --- | --- | --- |
| I help AHAs I supervise to identify learning needs | * Learning needs survey
* Supervision
* Performance appraisal
* Case reviews
* Needs of current participants in caseloads
 |  |  |
| I help AHAs I supervise to access targeted professional development both in and outside of the workplace | * Help provide AHA-targeted professional development
* Workplace AHA professional development
* Help AHA access peak body training and development opportunities
* Monash Health AHA day
 |  |  |
| I am aware of AHA training opportunities and pathways for AHAs in my workplace and externally | * Certificate IV in Training and Education
* Access larger workplaces’ training
* Peak body training opportunities
* AHANA course lists
 |  |  |
| I help AHAs complete competency-based training at my workplace (if available or required to support work role) | * Workplace competency frameworks
* Support learning plans
* Complete assessment and recording of competency
* Side-by-side training
 |  |  |

## Allied health professional learning plan

Based on your assessment, identify your areas of strength and opportunities for more development. Indicators rated 3 or lower suggest areas for further development.

Then outline a plan with specific activities or changes to be made. Some of the resources mentioned in the checklist may help you do this.

You can add more than 3 areas to the plan. To add a new row, go to the last table cell and select the **Tab** key.

### Strengths and opportunities

| Areas of strength | Areas for more development |
| --- | --- |
|  |  |

### Plan

| Prioritised area for development | Method for development | Timeframe |
| --- | --- | --- |
|  |  |  |
|  |  |  |
|  |  |  |

### Next review

**Date of next review**:

To receive this document in another format, email Allied Health Workforce <alliedhealthworkforce@health.vic.gov.au>.

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Available at [Victorian Allied Health Assistant Workforce Recommendation and Resources](https://www.health.vic.gov.au/allied-health-workforce/victorian-allied-health-assistant-workforce-recommendations-resources) <https://www.health.vic.gov.au/allied-health-workforce/victorian-allied-health-assistant-workforce-recommendations-resources>

1. See the [department’s Core allied health assistant competencies web page](https://www.health.vic.gov.au/victorian-assistant-workforce-model-toolkit/core-aha-competencies) <https://www.health.vic.gov.au/victorian-assistant-workforce-model-toolkit/core-aha-competencies> [↑](#footnote-ref-2)
2. See the [department’s Allied health assistant workforce web page](https://www.health.vic.gov.au/allied-health-workforce/allied-health-assistant-workforce) <https://www.health.vic.gov.au/allied-health-workforce/allied-health-assistant-workforce> [↑](#footnote-ref-3)
3. For example, [Dietician Australia’s Scope of practice for dieticians web page](https://dietitiansaustralia.org.au/working-dietetics/standards-and-scope/scope-practice-dietitians) <https://dietitiansaustralia.org.au/working-dietetics/standards-and-scope/scope-practice-dietitians>.
*Training and working as an allied health assistant* – see [Speech Pathology Australia’s Allied health assistants web page](https://www.speechpathologyaustralia.org.au/SPAweb/Resources_for_the_Public/Allied_Health_Assistants/SPAweb/Resources_for_the_Public/Allied_Health_Assistant/Allied_Health_Assistant.aspx) <https://www.speechpathologyaustralia.org.au/SPAweb/Resources\_for\_the\_Public/Allied\_Health\_Assistants/SPAweb/Resources\_for\_the\_Public/Allied\_Health\_Assistant/Allied\_Health\_Assistant.aspx>. [↑](#footnote-ref-4)
4. See the [department’s Supervision and delegation framework for allied health assistants web page](https://www.health.vic.gov.au/publications/supervision-and-delegation-framework-for-allied-health-assistants) <https://www.health.vic.gov.au/publications/supervision-and-delegation-framework-for-allied-health-assistants> [↑](#footnote-ref-5)
5. See the [department’s Victorian Allied Health Assistant Workforce Recommendation and Resources web page](https://www.health.vic.gov.au/allied-health-workforce/victorian-allied-health-assistant-workforce-recommendations-resources) <https://www.health.vic.gov.au/allied-health-workforce/victorian-allied-health-assistant-workforce-recommendations-resources>. [↑](#footnote-ref-6)
6. See the department’s [Victorian allied health clinical supervision framework web page](https://www.health.vic.gov.au/allied-health-workforce/victorian-allied-health-clinical-supervision-framework) <https://www.health.vic.gov.au/allied-health-workforce/victorian-allied-health-clinical-supervision-framework> [↑](#footnote-ref-7)
7. See the [department’s Core allied health assistant competencies web page](https://www.health.vic.gov.au/victorian-assistant-workforce-model-toolkit/core-aha-competencies) <https://www.health.vic.gov.au/victorian-assistant-workforce-model-toolkit/core-aha-competencies> [↑](#footnote-ref-8)
8. See the [department’s Allied health assistant workforce web page](https://www.health.vic.gov.au/allied-health-workforce/allied-health-assistant-workforce) <https://www.health.vic.gov.au/allied-health-workforce/allied-health-assistant-workforce> [↑](#footnote-ref-9)
9. For example, [Dietician Australia’s Scope of practice for dieticians web page](https://dietitiansaustralia.org.au/working-dietetics/standards-and-scope/scope-practice-dietitians) <https://dietitiansaustralia.org.au/working-dietetics/standards-and-scope/scope-practice-dietitians>.
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10. For example, [Dietician Australia’s Scope of practice for dieticians web page](https://dietitiansaustralia.org.au/working-dietetics/standards-and-scope/scope-practice-dietitians) <https://dietitiansaustralia.org.au/working-dietetics/standards-and-scope/scope-practice-dietitians>.
*Training and working as an allied health assistant* – see [Speech Pathology Australia’s Allied health assistants web page](https://www.speechpathologyaustralia.org.au/SPAweb/Resources_for_the_Public/Allied_Health_Assistants/SPAweb/Resources_for_the_Public/Allied_Health_Assistant/Allied_Health_Assistant.aspx) <https://www.speechpathologyaustralia.org.au/SPAweb/Resources\_for\_the\_Public/Allied\_Health\_Assistants/SPAweb/Resources\_for\_the\_Public/Allied\_Health\_Assistant/Allied\_Health\_Assistant.aspx>. [↑](#footnote-ref-11)
11. See the [department’s Supervision and delegation framework for allied health assistants and the support workforce in disability web page](https://www.health.vic.gov.au/publications/supervision-and-delegation-framework-for-allied-health-assistants-and-the-support-0) <https://www.health.vic.gov.au/publications/supervision-and-delegation-framework-for-allied-health-assistants-and-the-support-0> [↑](#footnote-ref-12)
12. See the department’s [Victorian allied health clinical supervision framework web page](https://www.health.vic.gov.au/allied-health-workforce/victorian-allied-health-clinical-supervision-framework) <https://www.health.vic.gov.au/allied-health-workforce/victorian-allied-health-clinical-supervision-framework> [↑](#footnote-ref-13)
13. See the [department’s Allied health assistant workforce web page](https://www.health.vic.gov.au/allied-health-workforce/allied-health-assistant-workforce) <https://www.health.vic.gov.au/allied-health-workforce/allied-health-assistant-workforce> [↑](#footnote-ref-14)
14. <https://www.youtube.com/watch?v=ubyri39HuRQ> [↑](#footnote-ref-15)
15. See the department’s [Victorian allied health clinical supervision framework web page](https://www.health.vic.gov.au/allied-health-workforce/victorian-allied-health-clinical-supervision-framework) <https://www.health.vic.gov.au/allied-health-workforce/victorian-allied-health-clinical-supervision-framework> [↑](#footnote-ref-16)