

Allied health: credentialling, competency and capability framework

Capability cards

This resource (based on the National common health capability resource) has five colour-coded sections that represent overarching domains of activity common to the Australian health workforce.

The resource then specifies observable or measurable actions expected of the workforce when performing each activity. These behaviours are specified at four different levels, and reflect an increasing degree of autonomy, complexity and strategic awareness for the activity being performed.



Levels

Level 1

Work within a known and stable context, consulting when anomalies arise before taking action.

Level 2

Act independently on routine tasks within scope, and in response to knowable dilemmas.

Level 3

Act independently in complex situations within scope, and in response to unknowable dilemmas.

Level 4

Provide vision and direction, and shape and implement strategies and initiatives that enable others to perform as required.

1. Provision of care

Participates in the planning, delivery and management of evidence-based patient/client care

1. Provision of care
 - 1.1 Performing healthcare activities
 - 1.1.1 Plan and prepare
 - 1.1.2 Perform/deliver
 - 1.1.3 Monitor and evaluate
 - 1.1.4 Modify or replan
 - 1.2 Supporting processes and standards
 - 1.2.1 Evidence-based practice
 - 1.2.2 Quality care provision and risk management
 - 1.2.3 Information management

1.1 Performing healthcare activities

1.1.1 Plan and prepare

- Collect, record and access information in a timely manner, and ensure that it is relevant to the patient's/client's and workplace needs.
- Accurately determine the relevance and importance of information within own work context.
- Put the patient/client at ease by clearly explaining upfront the healthcare activity/activities to be undertaken.
- Confirm patient/client understanding of the healthcare activity/activities to be performed and ensure consent has been obtained and documented by the responsible practitioner.
- Assist others to plan and prepare for healthcare activities as required.
- Seek guidance and assistance when required.

1.1 Performing healthcare activities

1.1.1 Plan and prepare

- Collect and record information that enables proper identification and definition of the patient's/client's health status, strengths, limitations, issues, risks, needs and concerns.
- Consider the patient's/client's capacity for decision making and consent.
- Plan and perform an effective and individualised assessment/examination to accurately identify the causes of, and factors contributing to, the patient's/client's health issue or concern.
- Make judicious and informed choices regarding the use of investigations.
- Inform the patient/client of any risks relating to their health, proposed treatments and ongoing service delivery, confirm their understanding, and obtain and record their consent.
- Formulate a preliminary hypothesis and differential diagnoses, as relevant to the practice context, effectively using and relating all essential information pertaining to the individual's health issue or concern.
- Establish individualised goals and objectives for treatment/care, and criteria for determining whether goals are being met.
- Recognise when input is required from more senior colleagues, and act to obtain their involvement.

1.1 Performing healthcare activities

1.1.1 Plan and prepare

- Integrate information from multiple sources to form a comprehensive perspective regarding patient/client complexity and diagnosis (as relevant to the practice context), and the individual-specific, non-medical factors that may interfere with successful care and decision making.
- Reconcile conflicting or divergent information, and confirm that sources of information are reliable and sufficiently wide-ranging to meet the context of a decision/position.
- Recognise when input is required from expert colleagues, and act to obtain their involvement.
- Plan for, and effectively manage, contingencies that may affect the performance of healthcare activities.

1.1 Performing healthcare activities

1.1.1 Plan and prepare

- Lead/oversee high-performing clinical teams, and provide expert, authoritative judgment and advice on clinical issues as required.
- Extract the key issues from complex, ambiguous and rapidly changing contexts to expertly resolve operational issues and challenges.
- Provide representation at the local and/or national level to influence strategic directions and actively contribute to the planning, delivery and transformation of clinical services.
- Obtain input from other experts as required.

1.1 Performing healthcare activities

1.1.2 Perform/deliver

- Clearly and accurately explain own activity to the patient/client, and confirm that the patient/client understands and agrees before proceeding.
- Work within the scope of authority given by the patient/client when performing healthcare activities.
- Safely and effectively carry out own role and responsibilities relating to the implementation of a management plan/intervention.
- Constructively assist others to implement healthcare activities as required.

1.1 Performing healthcare activities

1.1.2 Perform/deliver

- Prioritise patient/client needs, and provide the patient/client with treatment/management options where these exist.
- Formulate, implement and document an effective and tailored management plan/intervention for known situations.
- Specify and discuss with the patient/client the expected outcomes of the management plan/intervention.
- Facilitate active participation of the patient/client in the management plan/intervention, insofar as possible.
- Recognise when input is required from more senior colleagues, and act to obtain their involvement.

1.1 Performing healthcare activities

1.1.2 Perform/deliver

- Formulate, implement and document an effective and tailored management plan/intervention for complex situations.
- Identify when a patient/client is unable to make a healthcare decision, and act in the patient's/client's best interests until a proxy can be found, and with due regard for the law.
- Confirm the responsibilities of all involved in the provision of each person's care.
- Recognise when input is required from expert colleagues, and act to obtain their involvement.

1.1 Performing healthcare activities

1.1.2 Perform/deliver

- Provide expert advice/guidance to other practitioners, as required, to support their safe and effective performance of healthcare activities.
- Develop, apply and promote appropriate and innovative models of care.
- Obtain input from other experts as required to support the achievement of treatment/care goals.

1.1 Performing healthcare activities

1.1.3 Monitor and evaluate

- Monitor the patient's/client's response to treatment/intervention.
- Act to keep the patient/client informed of their progress.
- Recognise and promptly report changes in the health and functional status of the patient/client to the supervising practitioner.
- Promptly advise a more senior colleague if the patient/client is unhappy or at risk.

1.1 Performing healthcare activities

1.1.3 Monitor and evaluate

- Reflect with the patient/client on their progress, and how well the service system is supporting them to achieve the goals and objectives of their care/treatment.
- Evaluate and document whether the treatment/intervention has achieved the desired goal(s)/outcome(s), using criteria established during planning.
- Review monitoring plans on a regular basis, and initiate escalation protocol appropriately when required.

1.1 Performing healthcare activities

1.1.3 Monitor and evaluate

- Evaluate the management plan/intervention for effectiveness, efficiency and quality, and accurately document the outcomes.
- Use evaluation outcomes effectively to make recommendations for future practice.
- Educate staff on the local escalation protocol relevant to their position, and encourage them to react positively to escalation of care.
- Contribute to multidisciplinary efforts that aim to improve the safety of patients/clients who are vulnerable to unexpected deterioration.

1.1 Performing healthcare activities

1.1.3 Monitor and evaluate

- Act to ensure formal processes exist for evaluating whether treatment/care has met patient/client needs and been delivered as agreed with the patient-client and any other care contributors.
- Act to ensure monitoring and escalation plans are in place and actioned appropriately by staff.
- Contribute to regular review of organisational recognition and response systems.
- Lead continuous improvement cycles to ensure care remains safe and efficient.

1.1 Performing healthcare activities

1.1.4 Modify or replan

- Identify when a treatment/intervention should be modified or stopped, and report to the responsible practitioner.

1.1 Performing healthcare activities

1.1.4 Modify or replan

- Appropriately modify activities in recognition of factors that may impact the process, such as patient/client circumstances and beliefs.

1.1 Performing healthcare activities

1.1.4 Modify or replan

- Explore changes to treatment as appropriate to the complexity of the case and vary the treatment/intervention as necessary to meet the patient's/client's changing needs.

1.1 Performing healthcare activities

1.1.4 Modify or replan

- Use expert ability and insight to manage complexity and/or generate alternative courses of action based on the patient's/client's needs and preferences.
- Obtain input from other experts as required to support the achievement of treatment/care goals.

1.2 Supporting processes and standards

1.2.1 Evidence-based practice

- Recognise the relevance of research for improving health outcomes, and assist with research activities, as required by own role.

1.2 Supporting processes and standards

1.2.1 Evidence-based practice

- Evaluate evidence from literature and research to determine appropriate actions for practice.
- Participate in research activity as required.
- Make recommendations for actioning research results as appropriate.

1.2 Supporting processes and standards

1.2.1 Evidence-based practice

- Evaluate information against accepted standards of judgement, as determined by the context/discipline/field.
- Conduct and collaborate in healthcare research.
- Disseminate findings using a range of methods.
- Supervise others in the completion of research tasks as required.

1.2 Supporting processes and standards

1.2.1 Evidence-based practice

- Generate new knowledge through research.
- Create opportunities for stakeholders in the design, conduct and evaluation of research.
- Facilitate the application of new knowledge and skills into practice.

1.2 Supporting processes and standards

1.2.2 Quality care provision and risk management

- Perform healthcare activities safely and effectively, applying accepted risk assessment and risk management techniques.
- Adhere to infection control policies and procedures, and constructively raise any concerns with colleagues/managers.
- Recognise and act on personal factors that may contribute to patient/client risk.
- Report potential risks to an appropriate person.
- Identify and adhere to principles and methods of quality improvement.
- Support the implementation of safety and quality initiatives.
- Identify existing and potential hazards in the workplace, report them to designated persons and record them in accordance with workplace procedures.

1.2 Supporting processes and standards

1.2.2 Quality care provision and risk management

- Identify the likelihood and consequence of actual and potential clinical risks, and determine which clinical risks need to be managed and treated as a priority.
- Identify and assess the range of options for treating clinical risk, and prepare and implement risk treatment plans.
- Model good infection control practices, and initiate procedures to ensure staff and patients/clients are protected.
- Act to reduce error and sources of risk in own practice and within the healthcare team.
- Participate in systems for surveillance and monitoring of adverse events.
- Participate in safety and quality programs that seek to reduce the causes of harm in healthcare.
- Act to eliminate workplace hazards and to reduce risks to colleagues and patients/clients.

1.2 Supporting processes and standards

1.2.2 Quality care provision and risk management

- Act to ensure staff understand their individual roles and responsibilities for clinical risk management.
- Empower all staff to identify, analyse, report and manage risks.
- Empower staff to raise infection control issues with colleagues and managers.
- Act to reduce error and sources of risk in own practice and within the broader healthcare setting.
- Support colleagues who raise concerns about patient/client safety.
- Integrate quality management principles into operational activities of the healthcare team.
- Integrate safety and quality clinical practice guidelines into everyday care.
- Manage and maintain a safe working environment.

1.2 Supporting processes and standards

1.2.2 Quality care provision and risk management

- Act to ensure patient/client safety by expertly managing clinical risk, and intervene if necessary to achieve optimal outcomes for the patient/client and healthcare teams.
- Contribute to the development and implementation of arrangements that ensure clinical risk management is an integral part of the planning and management processes and general culture of the organisation.
- Ensure infection control policies and procedures are in place, and embed into governance and management structures.
- Foster a supportive, open culture in which mistakes are treated as opportunities for improvement.
- Lead and promote the adoption of safety and quality guidelines and practices that assist in reducing the causes of harm in healthcare.

1.2 Supporting processes and standards

1.2.3 Information management

- Document information according to established data capture standards and local guidelines.
- Seek guidance from colleagues when unsure of information management processes in a given context or how to put into practice in own role.
- Act to ensure patient-clients understand their rights in relation to the information, including how to access, request changes or make a complaint.
- Supply information in a timely manner, and according to organisational policies/protocols and legal requirements.
- Consider risks to the safe, secure storage of health information, and act to manage these risks in daily practice.
- Update, modify and maintain information as permitted by work role and in accordance with organisational policies/protocols and legal requirements.
- Use contemporary information technology for the documentation and management of patient/client information, and to improve communication of information between healthcare professionals.

1.2 Supporting processes and standards

1.2.3 Information management

- Recognise the circumstances under which information can, should and must be shared, and follow the policies, processes and legislation governing this information sharing.
- Maintain accurate, up-to-date and legible patient/client records.
- Take prompt and effective action to deal with information that is inadequate, contradictory or ambiguous.

1.2 Supporting processes and standards

1.2.3 Information management

- Promote adoption of best practice standards and technologies for collection and storage of health information.
- Contribute to the design and implementation of comprehensive and effective records management programs.
- Identify and implement processes for periodic review of information management to ensure ongoing efficiency and effectiveness.
- Provide advice and guidance to staff on working with information and making the best use of the data available to support program and treatment design.

1.2 Supporting processes and standards

1.2.3 Information management

- Inform and influence the development and adoption of an effective information governance framework for management of the organisation's information.
- Develop and implement policies and strategies for information sharing and use.
- Promote a multidisciplinary approach to ongoing evaluation/audit of health records to enable continuous quality improvement.

2. Collaborative practice

Builds and maintains effective working relationships, and works in partnership with others

2. Collaborative practice

2.1 Collaborating with clients

2.1.1 Relationship building

2.1.2 Shared decision making

2.1.3 Shared responsibility

2.2 Collaborating interprofessionally

2.2.1 Vision and objectives

2.2.2 Role clarity

2.2.3 Workplace communication

2.2.4 Collaboration within and across teams

2.2.5 Collaborative decision making

2.2.6 Conflict management

2.2.7 Team reflexivity

2.2.8 Individual contribution

2.3 Collaborating across time and place

2.3.1 Clinical handover, follow-up and referral

2.3.2 Integrated care

2.1 Collaborating with clients

2.1.1 Relationship building

- Establish trust with the patient/client by demonstrating understanding, respect and acceptance.
- Use active listening skills to achieve an understanding of the patient's/client's point of view.
- Build credibility with the patient/client by being honest, sincere, and following through on promised actions.

2.1 Collaborating with clients

2.1.1 Relationship building

- Negotiate appropriate boundaries with the patient/client and ways of working together.
- Demonstrate trust in the patient's/client's ability to self-manage appropriate responsibilities.
- Demonstrate sensitivity and responsiveness to patient/client characteristics and needs.
- Create a sense of security for patient/client by being readily available to answer their questions and concerns.
- Treat patients/clients as partners in their own care.

2.1 Collaborating with clients

2.1.1 Relationship building

- Recognise the power imbalance that exists in the relationship between patient/client and practitioner, and support the patient/client to make decisions about their healthcare.
- Use open questions to better explore the patient's/client's deeper feelings, issues and capacity to self-manage.

2.1 Collaborating with clients

2.1.1 Relationship building

- Support and foster integrated care strategies that contribute to provider continuity, thereby preserving and strengthening therapeutic relationships.
- Lead and promote activity that includes the patient/client as part of the care team.

2.1 Collaborating with clients

2.1.2 Shared decision making

- Determine patient's/client's preferences for involvement in decision making.
- Demonstrate respect for each patient's/client's values, preferences and expressed needs.
- Provide decision aids to assist patient/client with their decision making.

2.1 Collaborating with clients

2.1.2 Shared decision making

- Provide each patient/client with the emotional support they need to express their values and preferences.
- Engage each patient/client in conversation and deliberation regarding their treatment/intervention preferences, and reassess at determined intervals.

2.1 Collaborating with clients

2.1.2 Shared decision making

- Encourage further deliberation when a patient's/client's treatment/intervention decision appears inconsistent with their stated priorities.
- Accurately interpret each patient's/client's reactions to new information regarding benefits, risks, and side effects of relevant treatment/intervention options.
- Explore each person's ideas, fears, and expectations of the problem and possible treatments/interventions.

2.1 Collaborating with clients

2.1.2 Shared decision making

- Promote a workplace culture in which patients'/clients' views about treatment options are valued and deemed necessary by staff.
- Develop and evaluate policy initiatives that aim to foster patient/client involvement and provide them with real and meaningful choices about treatment options.

2.1 Collaborating with clients

2.1.3 Shared responsibility

- Recognise the patient's/client's self-care efforts, and assist them to develop and improve self-management skills.
- Support patients/clients in self-care by breaking skills to be learned into manageable steps.
- Provide enough time for the patient/client to practice new skills and build self-efficacy.

2.1 Collaborating with clients

2.1.3 Shared responsibility

- Provide individualised education to teach self-care skills that address the needs and concerns defined by each patient/client and the situation.
- Establish short-term, realistic goals in collaboration with each patient/client, to encourage gradual changes in behaviour and improvements in skill mastery.
- Assess mastery of self-care skills, and expand each patient's/client's capability.
- Recognise accomplishment and offer constructive feedback/reinforcement to the patient/client and staff after each step.
- Link people to support groups, matched wherever possible on the following characteristics: age, gender, ethnic origin, and socioeconomic status.

2.1 Collaborating with clients

2.1.3 Shared responsibility

- Build effective strategies for informing and empowering patients/ clients, and increasing their active involvement in their health and healthcare.
- Evaluate patient/client involvement and self-management strategies to increase the evidence base for future policy interventions and patient engagement initiatives.

2.1 Collaborating with clients

2.1.3 Shared responsibility

- Lead, encourage and support a workplace that values a shared responsibility for best practice healthcare.

2.2 Collaborating interprofessionally

2.2.1 Vision and objectives

- Work in partnership with other health professionals towards common goals, recognising that the interests of patients/clients are the overriding shared objective for interprofessional healthcare delivery.
- Participate constructively with other healthcare professionals in collaborative goal setting and prioritisation for patient/client care.

2.2 Collaborating interprofessionally

2.2.1 Vision and objectives

- Collaborate with other health professionals to establish goals that are clear and measurable, and demonstrate shared ownership of these goals.
- Link patient/client care goals to professional and team objectives.
- Proactively seek opportunities to streamline care through the involvement of other healthcare professionals, where appropriate, both within and external to the organisation.

2.2 Collaborating interprofessionally

2.2.1 Vision and objectives

- Facilitate interprofessional goal setting to establish common goals.
- Achieve goal agreement through a common commitment to patient/client needs.
- Contribute to the creation of work environments in which staff feel safe and encouraged to develop shared purpose and action.
- Translate vision and objectives into concrete work activities at the local level.

2.2 Collaborating interprofessionally

2.2.1 Vision and objectives

- Lead and motivate staff to strive for and achieve interprofessional team goals using a compelling organisational vision.
- Promote a work culture in which inter-professional teamwork and shared responsibility for the provision of care is normative practice.
- Articulate and embody the purpose and values of the organisation.

2.2 Collaborating interprofessionally

2.2.2 Role clarity

- Understand own role and the roles of others in the provision and coordination of care, and use this knowledge appropriately when working to meet patient/client needs and goals.
- Clarify work priorities and job expectations with a manager/supervisor as required.

2.2 Collaborating interprofessionally

2.2.2 Role clarity

- Mutually explore role expectations with team members/other professionals when confronted with unclear or conflicting perceptions.
- Provide regular, constructive feedback regarding performance against established role expectations.

2.2 Collaborating interprofessionally

2.2.2 Role clarity

- Set clear expectations upfront regarding the duties and associated outcomes expected of each person in the team.
- Encourage staff to seek clarification early if they are unclear about the scope/responsibilities of their role, and what performance is expected of them.
- Collectively review who is responsible for which aspects of care, and track performance against work objectives on a regular basis.

2.2 Collaborating interprofessionally

2.2.2 Role clarity

- Provide a clear vision of how roles, teams and units relate within the broader organisation and to its larger purpose, and articulate the organisation's role within the wider health system.
- Clearly define and communicate the culture, behaviours and outcomes desired in the workplace.
- Act to ensure systems are in place to enable staff to raise concerns about any conflicts they have in their role and responsibilities.

2.2 Collaborating interprofessionally

2.2.3 Workplace communication

- Express thoughts and ideas clearly, directly, honestly and with respect for others and for the work of the team.
- Actively listen to information being communicated.
- Confirm that the receiver (patient/client or colleague) has correctly interpreted and understood the message or information being communicated.
- Provide opportunity for questions and/or feedback so that two way communication can be established and maintained.
- Share information promptly, accurately and willingly with others, as appropriate, to support them in undertaking their role.

2.2 Collaborating interprofessionally

2.2.3 Workplace communication

- Use feedback and disclosure appropriately to increase mutual understanding.
- Openly acknowledge professional assumptions and differences.
- Act to remove personal barriers to effective communication.
- Use terminology that can be understood by the receiver.
- Advise colleagues when communication messages are not clear or are causing confusion, and seek clarification.

2.2 Collaborating interprofessionally

2.2.3 Workplace communication

- Establish regular patterns of communication where colleagues can share ideas and information quickly and easily.
- Use feedback processes to assist teams and individuals to communicate more effectively.
- Act to reduce the impact of power and status relationships on team communication processes.
- Use multiple channels of communication to reinforce complex messages and decrease the likelihood of misunderstanding.

2.2 Collaborating interprofessionally

2.2.3 Workplace communication

- Lead and promote open, upward communication by responding genuinely to staff.
- Provide staff with the information and systems they need to work effectively.
- Foster and promote a work culture that encourages open and effective communication.

2.2 Collaborating interprofessionally

2.2.4 Collaboration within and across teams

- Recognise that a collaborative approach is the best way to deliver care, and actively involve others, as appropriate, in the performance and management of daily activities.
- Share responsibility for team actions, and support others as needed.
- Share information and knowledge to enhance the effectiveness of teamwork and collaboration.
- Value the input and contribution of others to the achievement of best practice provision of care.

2.2 Collaborating interprofessionally

2.2.4 Collaboration within and across teams

- Engage team members and other relevant healthcare professionals in the development and implementation of strategies that meet specific patient-client care needs.
- Develop mutual knowledge that contributes to effective coordination, improved team performance, and enhanced patient/client outcomes.

2.2 Collaborating interprofessionally

2.2.4 Collaboration within and across teams

- Establish and maintain effective and healthy working partnerships, regardless of whether formalised teams exist.
- Establish norms that effectively govern inter-professional team functioning.
- Encourage respect, understanding and trust within and across teams, and motivate staff to act in the collective interest.
- Share accountability with other professions for interprofessional teamwork and team-based care.

2.2 Collaborating interprofessionally

2.2.4 Collaboration within and across teams

- Create effective alliances within and across teams and departments of the organisation.
- Act to ensure that clear policies are in place to guide the way inter-professional teams work.
- Foster and promote a work culture that values cooperation, teamwork, openness, collaboration, honesty and respect for others.
- Model leadership practices that support collaborative practice and inter-professional team effectiveness.

2.2 Collaborating interprofessionally

2.2.5 Collaborative decision making

- Make day-to-day decisions as appropriate to own work role, and in consultation with others.
- Gather and share information to support good decision making.

2.2 Collaborating interprofessionally

2.2.5 Collaborative decision making

- Act to ensure the wishes and needs of patients/clients are factored into decision making within and across teams.
- Engage other health professionals, as appropriate to the specific care situation, in shared patient-centred problem-solving, and integrate their knowledge and experience to inform care decisions.
- Re-evaluate own position in light of new information from others.

2.2 Collaborating interprofessionally

2.2.5 Collaborative decision making

- Facilitate the collective development of criteria to guide collaborative decision making.
- Implement agreed procedures for collaborative decision making that values and includes the opinions of patients/clients.
- Promote and support constructive discussion on areas of disagreement.
- Develop and implement processes for evaluating the effectiveness of the decision-making process and resulting outcomes.

2.2 Collaborating interprofessionally

2.2.5 Collaborative decision making

- Establish processes that promote shared decision making, communication of decisions and community involvement.
- Act to ensure that there are detailed and transparent rules and processes for establishing and/or allocating decision-making authority in the workplace.
- Explore and make use of opportunities for improving departmental/organisational decision-making processes and outcomes.

2.2 Collaborating interprofessionally

2.2.6 Conflict management

- Recognise issues that may lead to conflict, and constructively address issues as they arise.
- Where appropriate, ensure conflict situations are escalated for advice and resolution.

2.2 Collaborating interprofessionally

2.2.6 Conflict management

- Treat conflict as friction between ideas, not people.
- Consider different points of view, and compromise, where necessary and appropriate, to reach consensus.
- Negotiate skilfully in difficult situations to agree concessions without damaging relationships.

2.2 Collaborating interprofessionally

2.2.6 Conflict management

- Identify, document and address dysfunctional team processes.
- Act to resolve complex issues by achieving common understanding on diverging interests, and mediating conflict situations as necessary.
- Navigate solutions towards desired ends, remaining aware of goals and objectives, maintaining relationships and supporting consensus.

2.2 Collaborating interprofessionally

2.2.6 Conflict management

- Anticipate conflict, and act to keep a relative balance among the interests of relevant individuals and/or groups.
- Engage self and others to constructively manage disagreements about values, roles, goals and actions that arise within and across healthcare teams.
- Broker win-win outcomes by fashioning creative solutions to problems that satisfy all parties.
- Promote understanding, respect and trust between different groups to enable collaboration, interconnectedness and positive care outcomes.

2.2 Collaborating interprofessionally

2.2.7 Team reflexivity

- Regulate and adapt behaviour to the demands of the situation in order to achieve work goals.
- Reflect on own role within the team and seek input about the effectiveness and responsiveness of own actions.

2.2 Collaborating interprofessionally

2.2.7 Team reflexivity

- Reflect with colleagues on the objectives, strategies, processes, environment(s) and outcomes of interprofessional teamwork and care, and plan and implement strategies to facilitate improved performance.

2.2 Collaborating interprofessionally

2.2.7 Team reflexivity

- Encourage joint and overt exploration of work-related issues to ensure continuous improvement.
- Create regular opportunities for staff to come together and recognise the work being undertaken, share information, generate ideas, and learn from successes, failures and challenges.

2.2 Collaborating interprofessionally

2.2.7 Team reflexivity

- Create an environment of safety to support and encourage reflexivity and continual improvement.

2.2 Collaborating interprofessionally

2.2.8 Individual contribution

- Maintain flexibility and adaptability when working with others.
- Work cooperatively with, and be receptive to the ideas of others.
- Respond constructively to requests for assistance, and take the initiative to offer help.
- Develop trust, through experience, in the competence and reliability of others.

2.2 Collaborating interprofessionally

2.2.8 Individual contribution

- Demonstrate empathy towards other team members and recognise their needs and skills.
- Take collective ownership of problems to develop a no-blame culture.
- Share openly and authentically with others regarding personal feelings, opinions, thoughts and perceptions about problems and conditions.

2.2 Collaborating interprofessionally

2.2.8 Individual contribution

- Exhibit a positive self-image regarding own professional contribution, and foster the development of professional self-esteem in others.
- Develop mechanisms to ensure reflection and self-learning is supported and encouraged.

2.2 Collaborating interprofessionally

2.2.8 Individual contribution

- Share the credit for achievement willingly and generously.
- Invest time in developing strong personal relationships at all levels, and actively manage the tension between service delivery and relationship building.
- Promote and sustain trust between members of the organisation/service.

2.3 Collaborating across time and place

2.3.1 Clinical handover, follow-up and referral

- Contribute to, and participate in, handover processes.
- Ensure patient/client needs and wishes are communicated in the handover.

2.3 Collaborating across time and place

2.3.1 Clinical handover, follow-up and referral

- Conduct a thorough handover to ensure patient care is maintained.
- Establish mechanisms to include patients/clients and carers in clinical handover processes related to their care.
- Assess the need for follow-up, and arrange if necessary.
- Recognise when the diagnosis and/or treatment of a patient/client is beyond own skills, and refer the patient/client to other professionals as required.

2.3 Collaborating across time and place

2.3.1 Clinical handover, follow-up and referral

- Establish a system for coordinating and performing follow-up within the service and based on patient/client needs.
- Educate staff on handover protocol.
- Review the clinical handover procedure and undertake continuous improvement processes.
- Act to ensure effective transfer of care, as permitted within own sphere of influence.

2.3 Collaborating across time and place

2.3.1 Clinical handover, follow-up and referral

- Contribute to the coordinated development of a standardised, general handover policy for the organisation.
- Lead the development of intra- and inter-organisation patient/client handover systems that ensure care is optimised, timely and appropriate to need.
- Seek the advice and guidance of other experts to determine the best transition of care pathway where appropriate.

2.3 Collaborating across time and place

2.3.2 Integrated care

- Provide patients/clients with information on accessing additional services and health programs.
- Seek advice from others about the most appropriate ongoing care requirements for patients/clients leaving own care.

2.3 Collaborating across time and place

2.3.2 Integrated care

- Establish, maintain and value professional relationships with other service providers, and work to understand their role and capacities in the provision of each patient's/client's care.
- Collaborate across health, community, and social service organisations to develop individualised care plans that reflect both current and long-term needs and goals for care.
- Provide detailed, timely and accurate information to the general practitioner and other healthcare professionals who will provide the next phase(s) of care.

2.3 Collaborating across time and place

2.3.2 Integrated care

- Build sustainable partnerships with other service providers to optimise use of resources and provide best practice ongoing care.
- Facilitate inter-agency care planning, and act to ensure there is a lead agency with responsibility for coordinating or case managing the patient's/client's overall care.
- Encourage and facilitate the involvement of a general practitioner at all relevant stages of the patient's/client's care.
- Support the use of technology and information infrastructure to improve the provision of care and information communication across multiple agencies.

2.3 Collaborating across time and place

2.3.2 Integrated care

- Contribute to the development of an integrated healthcare system that has a strong focus on community and patient/client needs and outcomes.
- Develop and implement agreements with other agencies that articulate the activities, responsibilities and processes for the coordination of care.
- Investigate and promote opportunities to use technology to improve the delivery of healthcare and communication of information across multiple agencies.

3. Health values

Recognises the complexity of health and healthcare systems, and engages in processes and activities that promote safe, quality, effective services for all

3. Health values

3.1 Respect

3.2 Equity

3.3 Diversity

3.4 Prevention and wellness

3.5 Whole person focus

3.6 Responsible use of resources

3.7 Innovation and change

3.1 Respect

- Treat colleagues and patients/clients as equals, and with courtesy, kindness and regard for how they wish to be treated.
- Act to protect patient/client privacy and dignity at all times.
- Demonstrate respect and tolerance for individual differences.
- Recognise and avoid using actions, practices, language and symbols that communicate disrespect for individuals, identities and/or groups.

3.1 Respect

- Provide encouragement to others for their ideas and efforts.
- Listen with positive attention, and sincerely acknowledge the humanity, significance and worth of others.

3.1 Respect

- Empower people to make themselves heard, and to have their experiences and perspectives available to others in order to shape and influence organisational decision making and provision of healthcare.
- Adopt a zero tolerance approach towards disrespectful and discriminatory behaviour in the workplace.

3.1 Respect

- Create a culture of mutual respect that encourages staff to understand individual and group differences and embrace diversity.

3.2 Equity

- Identify factors that can limit access to healthcare services, and contribute to initiatives that aim to improve access.
- Support patients/clients to understand options and obtain access to health services.

3.2 Equity

- Use clinical information systems to support equity of access in the provision of patient/client care, as relevant to the practice context.

3.2 Equity

- Advocate on behalf of individuals and groups to positively influence the wider political, social and commercial environment about factors that affect health.

3.2 Equity

- Develop an advocacy strategy to influence public policy.
- Drive awareness of how the local service offering supports the wider community and system and how community needs can be better met.

3.3 Diversity

- Respond positively to individual and cultural differences by valuing others equally and showing tolerance and acceptance.
- Identify own values and attitudes towards diversity, and manage any impact of these attitudes on own ability to work in a non-judgemental manner.

3.3 Diversity

- Be conscious of, and responsive to, a wide range of differences, and take conscious action to avoid prejudice, stereotyping or exclusion of others.
- Challenge own and team cultural assumptions, values and beliefs to reconcile competing values.
- Demonstrate culturally safe and sensitive practice by considering the values, beliefs and practices of the patient/client, and adapting services to address their specific socio-cultural and language needs.

3.3 Diversity

- Foster a team culture that recognises and values diversity, and uses knowledge of differences to develop best practice care.
- Plan, implement and evaluate strategies for providing culturally safe services.
- Endorse and support initiatives that build the cultural competence of staff.

3.3 Diversity

- Recognise the contribution that diversity makes to workplace innovation and excellence, and proactively create an environment that values and utilises the contributions of people with different backgrounds, experiences and perspectives.
- Embed a culturally competent patient/client focus into policy, planning and practice.
- Establish a workplace diversity program to make best use of diversity in the workplace and to address any disadvantage experienced by people and/or groups.

3.4 Prevention and wellness

- Provide patients/clients with information relevant to altering their health behaviours or improving their health status.
- Advise patients/clients on the reduction of risk factors and recommendations for screening and disease prevention.

3.4 Prevention and wellness

- Identify and recommend local, regional and national resources/ services to assist patients/clients in the development and maintenance of healthy lifestyles and disease prevention.
- Build an organisation awareness of the programs and services available to support prevention and wellness strategies.

3.4 Prevention and wellness

- Contribute to the development of strategies that promote, protect, restore and improve health and quality of life.
- Promote early intervention strategies that support wellness and disease prevention across the organisation.

3.4 Prevention and wellness

- Direct the development, implementation, evaluation and dissemination of effective programs for chronic disease prevention, risk reduction and health promotion.
- Create an environment and identify resources to support a wellness culture where an emphasis is placed on keeping the community well and engaged in self-management/care.

3.5 Whole person focus

- Recognise the range of personal, social, economic and environmental factors that influence health status, and contribute to initiatives that aim to improve health outcomes for individuals and populations.
- Identify community and additional resources/services that may benefit the patient/client, and assist the patient/client in organising access.

3.5 Whole person focus

- Recognise the complex, multi-factorial nature of the causes of illhealth, and focus on improving the patient's/client's physical, psychological, and mind–body health.
- Distinguish and relate the physical, functional and psychosocial causes and consequences of illness and dysfunction to develop individualised care plans and interventions.
- Conduct a broad ranging assessment of the patient's/client's ongoing support needs, including a consideration of their aspirations.

3.5 Whole person focus

- Support the implementation of systems that support a whole of person approach to care and understand the range of care needs of an individual beyond the presenting condition.

3.5 Whole person focus

- Collaborate with others to develop a broader understanding of the population health needs influencing the health service/organisation, and respond to these factors through needs-based planning.
- Encourage, and contribute to building, a health system that values a whole-of-person approach to service planning and delivery.

3.6 Responsible use of resources

- Support the transparent and equitable allocation of healthcare resources within the context of own role.

3.6 Responsible use of resources

- Use finite healthcare resources wisely to achieve best outcomes.
- Advise others when an inappropriate use of resources is identified or suspected.
- Suggest improvements to work flow and processes that may improve the use of resources and boost productivity.

3.6 Responsible use of resources

- Encourage allocation decisions that are free from prejudice or favouritism.
- Advocate for a flexible resource allocation process so that varying needs can be accommodated.
- Periodically review processes for prioritising and allocating resources.

3.6 Responsible use of resources

- Build a culture of accountability for financial performance.
- Create meaningful opportunities for patients/clients and other stakeholders to provide input to health resource allocation decision making at the policy level.
- Develop systems that support the review and reallocation of resources where potential gains in care provision or fund allocation can be identified.
- Encourage and support staff to challenge current practice and explore better use of resources.

3.7 Innovation and change

- Recognise areas for improvement, and suggest new ways of working to improve team functioning and effectiveness.
- Work with patients/clients and colleagues to develop practical and creative solutions to workplace problems.
- Contribute constructively to change processes.

3.7 Innovation and change

- Identify when change is needed, and advocate for effective ways in which appropriate change might be achieved.
- Demonstrate appreciation and respect for the creative contributions of others.

3.7 Innovation and change

- Generate healthcare strategies/innovations that improve delivery of healthcare to patients/clients and groups, and which capitalise on opportunities presented by technology.
- Advocate for inter-professional practice, and champion efforts enabling clinicians to work to the full extent of their role.
- Encourage positive response to, and safe exploration of, new ideas within teams/the workplace.
- Fight for resources, and courageously commit them to promising ideas.

3.7 Innovation and change

- Champion the need for innovation by developing a climate for curiosity, creativity and continuous improvement.
- Inspire and lead others to research, canvas possibilities, invest in, evaluate, celebrate and disseminate good ideas.
- Demonstrate courage in acting for the long term.
- Provide forums for stakeholders to discuss change, and anticipate and manage resistance and responses from individuals/groups.
- Investigate the use of new healthcare delivery models, and champion their adoption to address contemporary healthcare problems, where appropriate.
- Promote change as a healthy and normal component of organisational growth.

4. Professional, ethical and legal approach

Acts in accordance with
professional, ethical
and legal standards

4. Professional, ethical and legal approach

4.1 Professional behaviours

4.1.1 Ethical and legal practice

4.1.2 Self-regulation and self-management

4.1.3 Accountability

4.1.4 Conscientiousness

4.1.5 Integrity

4.1.6 Self-care

4.1 Professional behaviours

4.1.1 Ethical and legal practice

- Be aware of the ethical and legal requirements of the role.
- Recognise potential ethical issues/dilemmas in the workplace, and discuss with an appropriate person.
- Report illegal or unethical conduct to an appropriate person.

4.1 Professional behaviours

4.1.1 Ethical and legal practice

- Identify, document and address any potential ethical issues if and as they arise.
- Support others to be aware of the ethical and legal requirements and boundaries of their role.

4.1 Professional behaviours

4.1.1 Ethical and legal practice

- Model ethical work practices.
- Create a safe environment for staff to raise concerns regarding ethical or legal compliance issues.
- Develop and implement local strategies to resolve ethical issues within practice.
- Discuss potential ethical issues/dilemmas with staff in a supportive manner to ensure maintenance of ethical work practices.

4.1 Professional behaviours

4.1.1 Ethical and legal practice

- Provide expert guidance and advice to assist others in satisfactorily resolving complex ethical and legal issues.
- Integrate values and ethics into departmental/organisational practices.
- Influence others to adopt high standards of ethical and legal conduct, which is modelled in own actions and decisions.
- Act to eliminate workplace/organisational factors that prohibit or constrict adherence to ethical codes.

4.1 Professional behaviours

4.1.2 Self-regulation and self-management

- Operate within the specified responsibilities of the work role, and obtain clarification when unsure of scope as defined by the position description.
- Manage own work schedule, contribute to the management of unit workload, and notify supervisor when working to full capacity.
- Accurately recognise own limits, and seek assistance/ guidance from the supervising professional as necessary.
- Recognise and effectively manage personal impact on work performance and relationships.

4.1 Professional behaviours

4.1.2 Self-regulation and self-management

- Prioritise workload appropriately, and establish realistic timeframes for the completion of work.
- Complete tasks on time and in a self-directed manner, acting within own knowledge base and scope of practice.
- Examine own values, beliefs, communication style and experiences to develop a deep understanding of how these may influence behaviour and action in the workplace, and act to manage any negative influence.

4.1 Professional behaviours

4.1.2 Self-regulation and self-management

- Exhibit a high level of emotional self-control and flexibility in complex, changing and/or ambiguous situations and when confronted with obstacles.
- Adjust planned activities of the work team by gathering relevant information and applying critical thinking to address multiple and changing demands in the work environment.
- Identify and act to remove barriers that reduce efficiency or effectiveness in the workplace.
- Clarify scope for staff as required/appropriate.
- Support staff to balance their schedules and demands on their time.

4.1 Professional behaviours

4.1.2 Self-regulation and self-management

- Demonstrate emotional intelligence, particularly in stressful situations, to manage the impact of own assumptions, values, attitudes and behaviours on others.
- Promote active, continuous reflection within the leadership community, and self-adjust behaviours as required to ensure they are congruent with stated values.
- Implement an organised, effective and continuing framework for self-reflection, development and improvement.
- Plan strategically and work dynamically to manage competing priorities of the service/organisation.
- Act to ensure workloads are manageable and others have opportunity to self-manage and regulate.

4.1 Professional behaviours

4.1.3 Accountability

- Recognise accountability to the supervising/delegating practitioner, who has responsibility for overall provision of care, and work within the guidelines of supervision/delegation.
- Take responsibility for own actions.

4.1 Professional behaviours

4.1.3 Accountability

- Recognise the collective responsibility in healthcare, and refrain from passing blame onto others.

4.1 Professional behaviours

4.1.3 Accountability

- Establish clear goals and expectations to build staff ownership over achievement of results.
- Delegate healthcare activity to others, according to their competence and scope of practice, when this would serve the best interests of the patient/client.
- Monitor the effectiveness of supervision/delegation arrangements, and revise as necessary.

4.1 Professional behaviours

4.1.3 Accountability

- Build accountability within the executive community.
- Demonstrate an ongoing commitment to sustaining and strengthening performance and accountability across the organisation.
- Establish governance structures, policies, protocols and guidelines that focus on delivering more appropriate, efficient and effective healthcare.

4.1 Professional behaviours

4.1.4 Conscientiousness

- Persevere until work is completed to the best possible standard that circumstances permit.
- Carefully consider potential outcomes and consequences before acting.
- Consistently follow through on promised actions.
- Make appropriate arrangements for work to be completed in own absence.
- Attend to the detail of work being undertaken.

4.1 Professional behaviours

4.1.4 Conscientiousness

- Demonstrate a drive for positive results.
- Regularly exceed patient's/client's expectations to accomplish impressive results.

4.1 Professional behaviours

4.1.4 Conscientiousness

- Exhibit a constant readiness to seize opportunities as they arise, and act to achieve results.
- Encourage others to take initiative, and motivate them to successfully accomplish work goals.

4.1 Professional behaviours

4.1.4 Conscientiousness

- Lead by example, and motivate staff to strive for excellence by providing rewards and incentives.
- Maintain focus and energy of staff by remaining confident, optimistic and determined, even under adversity and during times of uncertainty/change.

4.1 Professional behaviours

4.1.5 Integrity

- Demonstrate honesty and fairness in all relations.
- Share recognition, and do not accept undue credit.
- Provide facts, and do not conceal actual plans or intentions.
- Admit mistakes and use them as an opportunity for improvement.

4.1 Professional behaviours

4.1.5 Integrity

- Work through decision-making channels, rather than around them.
- Positively acknowledge the unique knowledge and talents of others.
- Act consciously to avoid self-serving behaviour and decisions.

4.1 Professional behaviours

4.1.5 Integrity

- Fully explain own position, and confront hidden agendas within the team/department.
- Speak up to confront dishonesty, and to drive improvement.
- Foster an environment that encourages staff to ask questions, and answer these as honestly and directly as possible.
- Utilise objective measures of workplace performance to combat workplace politics.
- Remain consistent and clear about expectations in the workplace.

4.1 Professional behaviours

4.1.5 Integrity

- Build and lead a workplace that is honest, truthful and accurate in performing its business.
- Drive systems that encourage honesty and reward ethical behaviour.
- Act to ensure consistency between the organisation's values, policies and actions, and act to address any conflict or discrepancies that exist.
- Make transparent decisions without favouritism or bias.

4.1 Professional behaviours

4.1.6 Self-care

- Accurately identify source(s) of own stress, and take steps to effectively manage these stressors.
- Seek support, where necessary, to maintain own wellbeing.

4.1 Professional behaviours

4.1.6 Self-care

- Establish and implement a personal health strategy.
- Develop a healthy support network for self and wider team.
- Identify when others are becoming stressed/overloaded, and offer support.

4.1 Professional behaviours

4.1.6 Self-care

- Model good self-care practices so that staff feel safe to prioritise their own self-care.
- Encourage staff to constructively voice their stressors, and support them to manage these effectively.
- Recognise how own leadership style influence's staff experiences of the work environment, and act to reduce any negative impacts.

4.1 Professional behaviours

4.1.6 Self-care

- Develop strategies to reduce stress in the workplace and promote workplace wellbeing.
- Foster a culture in which managers are accessible and approachable for staff experiencing stress or difficulty.

5. Lifelong learning

Maintains and extends professional competence, and contributes to the learning and development of others

5. Lifelong learning

5.1 Development of self

5.1.1 Lifelong learning and professional development

5.1.2 Self-reflection

5.2 Development of others

5.2.1 Professional support relationships

5.2.2 Feedback and peer assessment

5.1 Development of self

5.1.1 Lifelong learning and professional development

- Demonstrate an interest in, and enthusiasm for, learning.
- Obtain advice on professional development needs, and participate in professional development activities, both intra- and interprofessionally, on a continuous basis.

5.1 Development of self

5.1.1 Lifelong learning and professional development

- Identify personal and professional development needs, and plan and implement strategies for achieving them.
- Monitor and evaluate progress towards learning/development goals, and identify opportunities for future changes and improvement.
- Use a range of learning methods to meet personal and professional goals, including self-directed and practice-based learning.
- Participate in networks and forums to share and extend professional knowledge, and build collegiate support.

5.1 Development of self

5.1.1 Lifelong learning and professional development

- Model a commitment to continuing professional development.
- Develop effective approaches to lifelong learning for all staff.
- Support staff in their development and accomplishment of professional goals and objectives.
- Advocate for, and encourage the provision of, formal and informal learning opportunities.
- Promote the development of, and involvement in, professional networks and learning communities.

5.1 Development of self

5.1.1 Lifelong learning and professional development

- Develop and foster a learning culture, recognising that lifelong learning is central to organisational development and service improvement.
- Recognise the role of infrastructure in supporting lifelong learning, and advocate for investment and changes that will enhance organisational learning capability.
- Influence organisational learning and development strategies to ensure the workforce is supported to develop the abilities it requires to meet current and future business needs.

5.1 Development of self

5.1.2 Self-reflection

- Critically evaluate own performance.
- Obtain and act on advice from supervisors and other professionals regarding actions to improve own practice.

5.1 Development of self

5.1.2 Self-reflection

- Reflect on clinical practice to identify strengths and areas requiring further development.
- Formulate learning objectives and strategies for addressing own limitations.

5.1 Development of self

5.1.2 Self-reflection

- Use self-reflection techniques effectively to enhance care provision and interpersonal relationships within the service.
- Support others to review, reflect on, and evaluate their own practice.

5.1 Development of self

5.1.2 Self-reflection

- Act to ensure processes, frameworks and/or support tools are in place for enhancing learning through reflection.

5.2 Development of others

5.2.1 Professional support relationships

- Participate in supervision arrangements, and demonstrate commitment to the process of clinical supervision.
- Share own learning with others as appropriate.

5.2 Development of others

5.2.1 Professional support relationships

- Identify and communicate practice issues to the supervising practitioner.
- Contribute to the education and development of others, as appropriate to own role and level of experience.

5.2 Development of others

5.2.1 Professional support relationships

- Provide effective supervision to less experienced practitioners and staff as appropriate.
- Plan and conduct teaching sessions, encouraging participation and reflection on experience.
- Facilitate staff access to learning outside of own practice area through the development of cross-discipline relationships/networks.
- Recognise different models of professional support, and move flexibly between them.

5.2 Development of others

5.2.1 Professional support relationships

- Promote a culture in which clinical supervision is treated as part of core business of contemporary professional practice.
- Create institutional supports for supervision, including policies, processes, training, dedicated teaching time, and access to support networks and resources.
- Support other supervisors in becoming educationally prepared for their role.

5.2 Development of others

5.2.2 Feedback and peer assessment

- Offer feedback that is specific, sensitive and non-judgmental.
- Respond graciously to feedback by controlling defensiveness, summarising and reflecting what is heard, and clarifying as needed.

5.2 Development of others

5.2.2 Feedback and peer assessment

- Participate constructively in professional peer review.
- Solicit formal and informal feedback on a regular basis, and act upon it as appropriate to improve performance.

5.2 Development of others

5.2.2 Feedback and peer assessment

- Initiate and lead peer-review processes that focus on supporting clinical practice and building on excellence.
- Collaborate and cooperate in the management of peer-review outcomes.
- Encourage feedback on own performance, and evaluate it systematically.

5.2 Development of others

5.2.2 Feedback and peer assessment

- Act to ensure peer review processes are appropriately resourced, and occur in an open and positive organisational culture that emphasises excellence in clinical care.
- Foster a culture in which feedback is used as a strategy to enhance goals, awareness and learning, and is a positive experience for those involved.