Resource kit

Allied health: credentialling, competency and capability framework (revised edition)

Section 3: Capability

MonashHealth

Western Health

VICTORIA State Government | Health and Human Services

Resource kit

Allied health: credentialling, competency and capability framework (revised edition)

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or email alliedhealthworkforce@health.vic.gov.au

Where the term 'Aboriginal' is used it refers to both Aboriginal and Torres Strait Islander people. Indigenous is retained when it is part of the title of a report, program or quotation.

Contents

Capability resources table

The following tools and worked examples relating to capability are included in this resource.

Capability resource name	Description/ purpose
Tools	
3.1 Self-assessment tool: Capability	Use this self-assessment tool to identify areas for targeted action by your health service.
	If you have identified an area of need please refer to the 'Capability methodology' section or access the other samples and tools to assist you in this process.
3.2 Do we need a capability framework?	Determine how a capability framework might be used in your organisation.
Worked examples	
3.3 Capability cards	These cards have been developed using the *National common health capability resource* (NCHCR), which is published by Health Workforce Australia (HWA). The cards can be used to support mapping and implementation of a capability framework.
3.4 Capability mapping by grade level: worked example	These worked examples map expected behavioural capabilities against grade levels for allied health professionals and assistants.
3.4.1	Fundamental and desirable capabilities mapped against AHP grades and levels of the NCHCR
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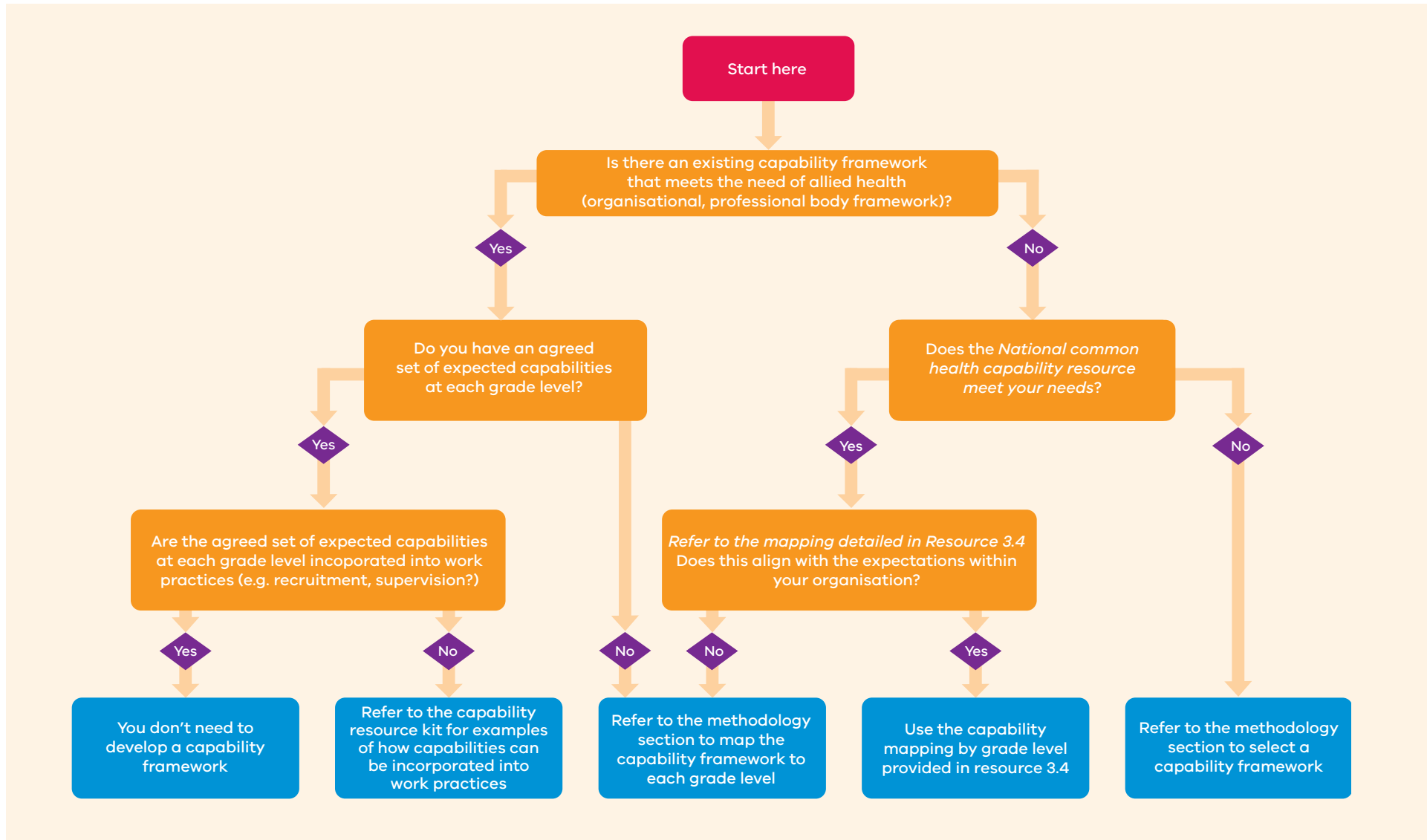| Capability resource name	Description/ purpose
Tools	
3.4.10	NCHCR-level descriptors of expected behavioural capabilities: grade 3 allied health assistant
3.5 Position description incorporating capabilities: worked example	This mock example outlines the capabilities expected of a grade 2 allied health professional, incorporating them into a position description and using the NCHCR.
3.6 Position description incorporating capabilities: worked example	This example from Western Health outlines the capabilities expected of an intern radiographer, incorporating them into a position description and using the NCHCR.
3.7 Behavioural interviewing: worked example	Provided here are example interview questions aligned with the NCHCR.
3.8 Capability assessment: worked example	This mock example uses the expected capabilities of a grade 2 allied health professional incorporating them into a tool that can be used for self-assessment for annual performance appraisal and is based on the NCHCR.
3.9 Capability assessment: worked example	This example from Western Health uses the expected capabilities of intern radiographers, incorporating them into a tool that can be used for self-assessment for annual performance appraisal and is based on the NCHCR.

Resource 3.1: Self-assessment tool

Use this self-assessment tool before you progress through the rest of the capability section. It can be used to identify areas for targeted action. If you have identified an area of need please refer to the methodology section below to access information, samples and tools to assist you in this process.

| CSOP criteria	Planned	Partly implemented	Established	Not applicable	Review date
1. Does your organisation have an agreed concept of capability to work from?					/ /
2. Does your organisation have a capability framework that meets the needs of allied health?					/ /
3. Do you have an agreed set of expected capabilities for each grade level?					/ /
4. Are the expected capabilities incorporated into recruitment processes (such as position descriptions, interview questions)?					/ /
5. Are the expected capabilities incorporated into supervision practices?					/ /
6. Are the expected capabilities incorporated into performance development processes?					/ /
7. Have education/professional development opportunities been linked to the identified capabilities?					/ /

Resource 3.2: Decision tool: How can a capability framework be used in my organisation?

Work through the decision tree and the follow the recommended actions to progress on.

Start here

Is there an existing capability framework that meets the need of allied health (organisational, professional body framework)?

Yes

No

Do you have an agreed set of expected capabilities at each grade level?

Does the *National common health capability resource meet your needs*?

Yes

No

Are the agreed set of expected capabilities at each grade level incoporated into work practices (e.g. recruitment, supervision?)

Refer to the mapping detailed in Resource 3.4 Does this align with the expectations within your organisation?

Yes

No

No

No

Yes

You don't need to develop a capability framework

Refer to the capability resource kit for examples of how capabilities can be incorporated into work practices

Refer to the methodology section to map the capability framework to each grade level

Use the capability mapping by grade level provided in resource 3.4

Refer to the methodology section to select a capability framework

Resource 3.3: Capability cards

A printable card set can be accessed electronically on the Department of Health and Human Services website (www2.health.vic.gov.au).
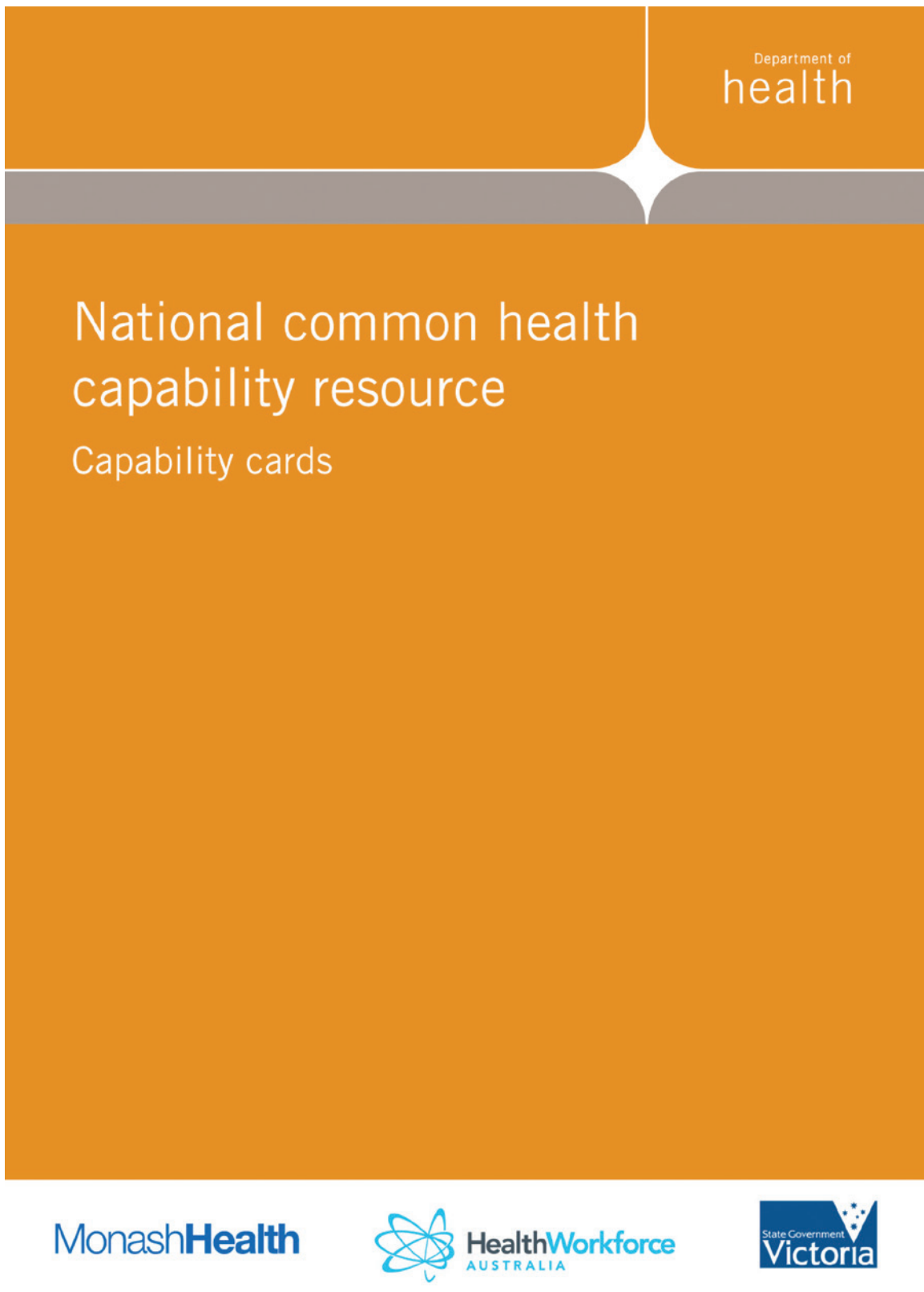
Resource 3.4: Capability mapping by grade level (worked example)

The *National common health capability resource* (NCHCR) (HWA 2012) was developed by Health Workforce Australia 'to support workforce innovation and reform efforts at local, state, and national levels'. It aims to promote 'the development of common behaviours needed within the workforce for the delivery of high quality care that accord with 21st century needs and expectations of consumers'. Please refer to the full resource for further detail.

The following points are important to consider in using the mapping provided:

- The chosen capabilities help to prioritise expectations; they are not all inclusive.
- If clinical supervision is a key part of the work role, refer to the HWA clinical supervision competency framework.
- Only the fundamental (entry-level) expectations are included in the coloured tables and expanded capabilities by grade level.
- Fundamental skills build as the person moves through the grade levels: grade 1 fundamentals are assumed for grade 2 entry, grade 2 fundamentals are assumed for grade 3 entry, etc.

Levels

The levels within the NCHCR do not equate to roles or hierarchy within the workforce. Instead, the levels reflect what level of behavioural skill is required to achieve the desired care goals or outcomes in a given situation or environment.

Consequently, health workforce roles should be seen as comprising a range of behavioural skills at various different levels, as determined by the practice context. This is reflected in the mapping in the proceeding pages.
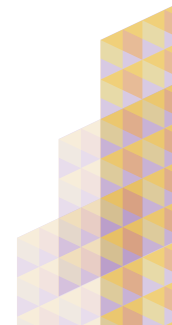
Levels should be treated as cumulative, meaning that behavioural indicators at subsequent levels in the scale should be read in conjunction with the behaviours specified at level 1.

The mapping has been performed for professionals, allied health assistants and selected workgroups.

Resource 3.4.1: Fundamental and desirable capabilities mapped against AHP grades and levels of the NCHCR

F = Fundamental (entry level, required for work at that grade level)   D = Desirable (stretch or extended, to progress development at that grade level)

Domain	Activity group		Activity element		Expected behaviour level			
					Grade 1	Grade 2	Grade 3	Grade 4
1. Provision of care	1.1	Performing healthcare activities	1.1.1	Plan and prepare	1(F)	3(F)	3(F)	4(F)
			1.1.2	Perform/deliver	1(F)	3(F)	4(F)	4(F)
			1.1.3	Monitor and evaluate	1(F)	3(F)	4(F)	4(F)
			1.1.4	Modify or replan	1(F)	3(F)	4(F)	4(F)
	1.2	Supporting processes and standards	1.2.1	Evidence-based practice	1(F), 2(D)	2(F)	3(F)	4(F)
			1.2.2	Quality care provision and risk management	2(F)	2(F)	3(F)	4(F)
			1.2.3	Information management	2(F)	3(D)	3(D)	4(D)
2. Collaborative practice	2.1	Collaborating with clients	2.1.1	Relationship building	2(F)	3(D)	3(D)	4(D)
			2.1.2	Shared decision making	2(F)	3(F)	4(F)	4(F)
			2.1.3	Shared responsibility	2(F)	3(F)	4(F)	4(F)
	2.2	Collaborating interprofessionally	2.2.1	Vision and objectives	2(F)	3(F)	4(F)	4(F)
			2.2.2	Role clarity	2(F)	3(F)	4(D)	4(F)
			2.2.3	Workplace communication	1(F)	2(F)	4(F)	4(F)
			2.2.4	Collaboration within and across teams	1(F)	2(F)	3(F)	4(F)
			2.2.5	Collaborative decision making	2(F)	3(F)	4(F)	4(F)
			2.2.6	Conflict management	1(F), 2(D)	2(F)	3(F)	4(F)
			2.2.7	Team reflexivity	1(F)	2(F)	3(F)	4(F)
			2.2.8	Individual contribution	2(F)	2(F)	3(F)	4(F)
	2.3	Collaborating across time and place	2.3.1	Clinical handover, follow-up and referral	2(F)	2(F)	3(F)	4(F)
			2.3.2	Integrated care	1(F)	2(F)	3(F)	4(F)

F = Fundamental (entry level, required for work at that grade level)   D = Desirable (stretch or extended, to progress development at that grade level)

Domain	Activity group	Activity element	Expected behaviour level			
			Grade 1	Grade 2	Grade 3	Grade 4
3. Health values	3.1 Respect		1(F)	2(F)	3(F)	4(F)
	3.2 Equity		1(F)	2(F)	3(F)	4(F)
	3.3 Diversity		1(F)	2(F)	3(F)	4(D)
	3.4 Prevention and wellness		1(F)	2(F)	3(F)	4(D)
	3.5 Whole-person focus		2(F)	3(F)	4(F)	4(F)
	3.6 Responsible use of resources		2(D)	2(F)	3(F)	4(F)
	3.7 Innovation and change		2(D)	2(F)	3(F)	4(F)
4. Professional, ethical and legal approach	4.1 Professional behaviours	4.1.1 Ethical and legal practice	1(F)	2(F)	3(F)	4(F)
		4.1.2 Self-regulation and self-management	1(F)	2(F)	3(F)	4(F)
		4.1.3 Accountability	1(F)	2(F)	3(F)	4(F)
		4.1.4 Conscientiousness	1(F)	2(F)	3(F)	4(F)
		4.1.5 Integrity	1(F)	2(F)	3(F)	4(F)
		4.1.6 Self-care	1(F)	2(F)	3(F)	4(F)
5. Lifelong learning	5.1 Development of self	5.1.1 Lifelong learning and professional development	2(F)	3(D)	3(F)	4(F)
		5.1.2 Self-reflection	2(F)	3(F)	4(F)	4(F)
	5.2 Development of others	5.2.1 Professional support relationships	2(F)	3(F)	4(F)	4(F)
		5.2.2 Feedback and peer assessment	2(F)	3(F)	4(F)	4(F)

Resource 3.4.2: Fundamental and desirable capabilities mapped against AHA grades and levels of the NCHCR

F = Fundamental (entry level, required for work at that grade level)   D = Desirable (stretch or extended, to progress development at that grade level)

Domain	Activity group		Activity element		Expected behaviour level		
					Grade 1	Grade 2	Grade 3
1. Provision of care	1.1	Performing healthcare activities	1.1.1	Plan and prepare		1(F)	1(F)
			1.1.2	Perform/deliver		1(F)	1(F)
			1.1.3	Monitor and evaluate		1(F)	1(F)
			1.1.4	Modify or replan		1(F)	2(F)
	1.2	Supporting processes and standards	1.2.1	Evidence-based practice		1(D)	1(D)
			1.2.2	Quality care provision and risk management		1(F)	2(F)
			1.2.3	Information management		1(F)	1(F), 2(D)
2. Collaborative practice	2.1	Collaborating with clients	2.1.1	Relationship building		1(F)	2(F)
			2.1.2	Shared decision making		1(F)	1(F)
			2.1.3	Shared responsibility		1(F)	1(F)
	2.2	Collaborating interprofessionally	2.2.1	Vision and objectives		1(F)	1(F)
			2.2.2	Role clarity		1(F)	1(F)
			2.2.3	Workplace communication		1(F)	2(F)
			2.2.4	Collaboration within and across teams		1(F)	2(F)
			2.2.5	Collaborative decision making		1(F)	1(F)
			2.2.6	Conflict management		1(F)	2(F)
			2.2.7	Team reflexivity		1(F)	1(F)
			2.2.8	Individual contribution		1(F)	1(F), 2(D)
	2.3	Collaborating across time and place	2.3.1	Clinical handover, follow-up and referral		1(F)	1(F)
			2.3.2	Integrated care		1(F)	1(F), 2(D)

F = Fundamental (entry level, required for work at that grade level)   D = Desirable (stretch or extended, to progress development at that grade level)

Domain	Activity group	Activity element	Expected behaviour level		
			Grade 1	Grade 2	Grade 3
3. Health values	3.1 Respect			1(F)	2(F)
	3.2 Equity			1(F)	1(F)
	3.3 Diversity			1(F)	1(F), 2(D)
	3.4 Prevention and wellness			1(F)	1(F)
	3.5 Whole-person focus			1(D)	1(D)
	3.6 Responsible use of resources			1(D)	1(D)
	3.7 Innovation and change			1(D)	1(F)
4. Professional, ethical and legal approach	4.1 Professional behaviours	4.1.1 Ethical and legal practice		1(F)	2(F)
		4.1.2 Self-regulation and self-management		1(F)	2(F)
		4.1.3 Accountability		1(F)	1(F)
		4.1.4 Conscientiousness		1(F)	1(F)
		4.1.5 Integrity		1(F)	2(F)
		4.1.6 Self-care		1(F)	1(F)
5. Lifelong learning	5.1 Development of self	5.1.1 Lifelong learning and professional development		1(F)	1(F)
		5.1.2 Self-reflection		1(D)	1(F)
	5.2 Development of others	5.2.1 Professional support relationships		2(F)	3(F)
		5.2.2 Feedback and peer assessment		2(F)	3(F)

Resource 3.4.3: Expected behavioural capabilities mapped against AHP grades and levels of the NCHCR

Grade 1 AHP 🟠	Grade 2 AHP 🟣	Grade 3 AHP 🩷	Grade 4 AHP 🔴

		NCHCR expected fundamental behaviour level			
		Level 1	Level 2	Level 3	Level 4
1.1.1	Plan and prepare	🟠	🟣	🟣	🔴
1.1.2	Perform/deliver	🟠	🟣	🟣	🩷
1.1.3	Monitor and evaluate	🟠	🟣	🟣	🩷
1.1.4	Modify or replan	🟠	🟣	🟣	🩷
1.2.1	Evidence-based practice	🟠	🟣	🩷	🔴
1.2.2	Quality care provision and risk management	🟠	🟠	🩷	🔴
1.2.3	Information management	🟠	🟠		
2.1.1	Relationship building	🟠	🟠	🟣	🩷
2.1.2	Shared decision making	🟠	🟠	🟣	🩷
2.1.3	Shared responsibility	🟠	🟠	🟣	🩷
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	🟠	🟠	🩷	🔴
2.3.1	Clinical handover, follow-up and referral	🟠	🟠	🩷	🔴
2.3.2	Integrated care	🟠	🟣	🩷	🔴
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	🟠	🟣	🩷	🔴
4.1	Ethical and legal practice	🟠	🟣	🩷	🔴
4.2	Self-regulation and self-management	🟠	🟣	🩷	🔴

| | Grade 1 AHP 🟠 | | Grade 2 AHP 🟣 | | Grade 3 AHP 🩷 | | Grade 4 AHP 🔴 |

		NCHCR expected fundamental behaviour level			
		Level 1	Level 2	Level 3	Level 4
4.3	Accountability	🟠	🟣	🩷	🔴
4.4	Conscientiousness	🟠	🟣	🩷	🔴
4.5	Integrity	🟠	🟣	🩷	🔴
4.6	Self-care	🟠	🟣	🩷	🔴
5.1.1	Lifelong learning and professional development	🟠	🟠	🩷	🔴
5.1.2	Self-reflection	🟠	🟠	🟣	🩷
5.2.1	Professional support relationships	🟠	🟠	🟣	🩷
5.2.2	Feedback and peer assessment	🟠	🟠	🟣	🩷

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Resource 3.4.4: Expected behavioural capabilities, mapped against AHA grades and levels of the NCHCR

Grade 2 AHP ●	Grade 3 AHP ●

NCHCR activity element		NCHCR expected behaviour level			
		Level 1	Level 2	Level 3	Level 4
1.1.1	Plan and prepare	●			
1.1.2	Perform/deliver	●			
1.1.3	Monitor and evaluate	●			
1.1.4	Modify or replan	●	●		
1.2.1	Evidence-based practice				
1.2.2	Quality care provision and risk management	●	●		
1.2.3	Information management	●			
2.1.1	Relationship building	●	●		
2.1.2	Shared decision making	●			
2.1.3	Shared responsibility	●			
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	●			
2.3.1	Clinical handover, follow-up and referral	●			
2.3.2	Integrated care	●			
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	●			
4.1	Ethical and legal practice	●			

NCHCR activity element		NCHCR expected behaviour level			
		Level 1	Level 2	Level 3	Level 4
4.1	Ethical and legal practice	●			
4.2	Self-regulation and self-management	●			
4.3	Accountability	●			
4.4	Conscientiousness	●	●		
4.5	Integrity				
4.6	Self-care	●	●		
5.1.1	Lifelong learning and professional development	●			
5.1.2	Self-reflection	●			
5.2.1	Professional support relationships	●	●	●	
5.2.2	Feedback and peer assessment	●	●	●	

Resource 3.4.5: NCHCR-level descriptors of expected (fundamental) behavioural capabilities: grade 1 allied health professional

1.0 Provision of care

1.1 Performing healthcare activities

1.1.1 Plan and prepare

- Collect, record and access information in a timely manner and ensure it is relevant to the patient's/ client's and workplace's 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.

1.1.2 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.

1.1.3 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.

1.1.4 Modify or replan

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

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.

1.2.2 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.

1.2.3 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.

2.0 Collaborative practice

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 patients/clients by being readily available to answer their questions and concerns.
- Treat patients/clients as partners in their own care.

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.

2.1.3 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.

2.2 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.

2.2.2 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.

2.2.3 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.

2.2.4 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.

2.2.5 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.

2.2.6 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.

2.2.7 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.

2.2.8 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.

2.3 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.

2.3.2 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.

3.0 Health values

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.

3.2 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.

3.3 Diversity

- Respond positively to individual and cultural differences by valuing others equally, and by 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.

3.4 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.

3.5 Whole-person focus

- Recognise the complex, multi-factorial nature of the causes of ill-health, 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.

4.0 Professional, ethical and legal approach

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.

4.1.2 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.

4.1.3 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.

4.1.4 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.

4.1.5 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.

4.1.6 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.

5.0 Lifelong learning

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.

5.1.2 Self-reflection

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

5.2 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.

5.2.2 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.

Resource 3.4.6: NCHCR-level descriptors of expected (fundamental) behavioural capabilities: grade 2 allied health professional

1.0 Provision of care

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.

1.1.2 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.

1.1.3 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.

1.1.4 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.

1.2 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.

1.2.2 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 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.

1.2.3 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.

2.0 Collaborative practice

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.

2.1.2 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.

2.1.3 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.

2.2 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.

2.2.2 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.

2.2.3 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.

2.2.4 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.

2.2.5 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.

2.2.6 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.

2.2.7 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.

2.2.8 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.

2.3 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.

2.3.2 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.

3.0 Health values

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.

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

3.3 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.

3.4 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.

3.5 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.

3.6 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.

3.7 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.

4.0 Professional, ethical and legal approach

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.

4.1.2 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.

4.1.3 Accountability

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

4.1.4 Conscientiousness

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

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.

4.1.6 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.

5.0 Lifelong learning

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.

5.1.2 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.

5.2 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.

5.2.2 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.

Resource 3.4.7: NCHCR-level descriptors of expected behavioural capabilities: grade 3 allied health professional

1.0 Provision of care

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.

1.1.2 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.

1.1.3 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.

1.1.4 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

- 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.

1.2.2 Quality care provision and risk management

- Act to ensure that 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.

1.2.3 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.

2.0 Collaborative practice

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 client/patient as part of the care team.

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.

2.1.3 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

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

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.

2.2.3 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.

2.2.4 Collaboration within and across teams

- Establish and maintain effective and healthy working partnerships, regardless of whether formalised teams exist.
- Establish norms that effectively govern interprofessional 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.

2.2.5 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.

2.2.6 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.

2.2.7 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.

2.2.8 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.

2.3 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.

2.3.2 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.

3.0 Health values

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.

3.2 Equity

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

3.3 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.

3.4 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.

3.5 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

- 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.

3.7 Innovation and change

- Generate healthcare strategies/innovations that improve delivery of healthcare to patients/clients and groups, and that capitalise on opportunities presented by technology.
- Advocate for interprofessional 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.

4.0 Professional, ethical and legal approach

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.

4.1.2 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.

4.1.3 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.

4.1.4 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.

4.1.5 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.
- Use objective measures of workplace performance to combat workplace politics.
- Remain consistent and clear about expectations in the workplace.

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.

5.0 Lifelong learning

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.

5.1.2 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

- 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.

5.2.2 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.

Resource 3.4.8: NCHCR-level descriptors of expected behavioural capabilities: grade 4 allied health professional

1.0 Provision of care

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.

1.1.2 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.

1.1.3 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.

1.1.4 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

- 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.

1.2.2 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.

1.2.3 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.

2.0 Collaborative practice

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 client/patient as part of the care team.

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.

2.1.3 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

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

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.

2.2.3 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.

2.2.4 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 interprofessional 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 interprofessional team effectiveness.

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.

2.2.6 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.

2.2.7 Team reflexivity

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

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 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.

2.3.2 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.

3.0 Health values

3.1 Respect

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

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.

3.3 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.

3.4 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.

3.5 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

- 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

- 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

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.

4.1.2 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.

4.1.3 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.

4.1.4 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.

4.1.5 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.

4.1.6 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.

5.0 Lifelong learning

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.

5.1.2 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

- 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.

5.2.2 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.

Resource 3.4.9: NCHCR-level descriptors of expected behavioural capabilities (fundamental only): grade 2 allied health assistant

1.0 Provision of care

1.1 Performing healthcare activities

1.1.1 Plan and prepare

- Collect, record and access information in a timely manner, and ensure 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.

1.1.2 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.

1.1.3 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.

1.1.4 Modify or replan

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

1.2 Supporting processes and standards

1.2.1 Evidence-based practice (desirable)

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.

1.2.3 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 patients/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.

2.0 Collaborative practice

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.

2.1.2 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 patients/clients with their decision making.

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 practise new skills and build self-efficacy.

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.

2.2.2 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.

2.2.3 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.

2.2.4 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.

2.2.5 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.

2.2.6 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.

2.2.7   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.

2.2.8   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.

2.3   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.

2.3.2   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.

3.0   Health values

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.

3.2   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.

3.3   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.

3.4 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.

4.0 Professional, ethical and legal approach

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.

4.1.2 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.

4.1.3 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.

4.1.4 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.

4.1.5 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.

4.1.6 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.

5.0 Lifelong learning

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.

5.2 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.

5.2.2 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.

Resource 3.4.10: NCHCR-level descriptors of expected (fundamental) behavioural capabilities: grade 3 allied health assistant

1.0 Provision of care

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.

1.1.2 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.

1.1.3 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.

1.1.4 Modify or replan

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

1.2 Supporting processes and standards

1.2.1 Evidence-based practice (desirable)

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.

1.2.3 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 patients/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.

2.0 Collaborative practice

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 patients/clients by being readily available to answer their questions and concerns.
- Treat patients/clients as partners in their own care.

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 patients/clients with their decision making.

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 practise new skills and build self-efficacy.

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.

2.2.2 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.

2.2.3 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.

2.2.4 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.

2.2.5 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.

2.2.6 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.

2.2.7 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.

2.2.8 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.

2.3 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.

2.3.2 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.

3.0 Health values

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.

3.2 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.

3.3 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.

3.4 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.

3.5 Whole-person focus (desirable)

3.6 Responsible use of resources (desirable)

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.

4.0 Professional, ethical and legal approach

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.

4.1.2 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.

4.1.3 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.

4.1.4 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.

4.1.5 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.

4.1.6 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.

5.1 Lifelong learning

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.

5.1.2 Self-reflection

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

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.

5.2.2 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.

Resource 3.5: Position description incorporating capabilities (worked example)

Fabulous Health position description

Grade 2 Aquatic Physiotherapist

Last updated: March 2014

Position title:	Grade 2 Aquatic Physiotherapist
Classification:	VB1-4
Reports to:	Program Manager – Community Rehabilitation
Department:	Ambulatory Services

About Fabulous Health

Generic information about the health service goes here.

About Ambulatory Services at Fabulous Health

Area/discipline/service-specific information goes here.

Job summary (purpose, key result areas, scope)

Purpose

The Grade 2 Aquatic Physiotherapist is responsible for:
- Development, implementation and provision of hydrotherapy services
- Participating in the development of a collaborative multidisciplinary team approach to achieve optimal patient care and outcomes
- Actively challenging, evaluating and developing physiotherapy and hydrotherapy practice, with the aim of delivering effective clinical outcomes in the most efficient manner
- Providing clinical leadership, ensuring the hydrotherapy workload within the service is coordinated, prioritised and fairly distributed across the team
- Assuming responsibility for relevant portfolios as directed by the Program Manager
- Providing regular quality clinical supervision to Grade 1 Physiotherapists and Allied Health Assistants as allocated
- Providing clinical education and supervision for physiotherapy and other students

The Grade 2 Aquatic Physiotherapist is a core part of the team and will contribute at an advanced level to:
- The planning, development, quality and evaluation of the service
- The development, implementation and re-evaluation of policies, practices and patient care both within the service and the wider field
- The liaison with bed-based and external services relevant to the patient population

Key result areas

- Development, implementation and provision of an effective and efficient hydrotherapy service that meets the needs of the community
- Facilitation and maintenance of pool safety

Scope

Dimensions	Budget	Equivalent full time staff	Direct reports
	Not within scope of this role	Nil	This position reports directly to the: • Program Manager

Key relationships	Internal	External
	• Allied Health Assistants • Physiotherapy department staff • Allied health staff • Other program staff • Patients	• Community and external organisations • Wider community

Responsibilities/accountabilities

Operational/clinical

- Accept overall supervision of hydrotherapy interventions throughout the service.
- Ensure all clinicians delivering hydrotherapy actively participate to provide patient/client assessment, intervention and discharge planning according to policies and procedures in order to achieve optimal patient care.
- Manage the entire episode of care of hydrotherapy patients.
- Maximise operational effectiveness of the hydrotherapy service.
- Actively communicate with other members of the multidisciplinary team.
- Liaise with other programs and external agencies in order to facilitate provision of seamless healthcare to individual patients/clients.
- Prioritise clinical workloads effectively and demonstrate appropriate use of allocated resources in consultation with the Program Manager.
- Review and lead the modification of service delivery practices in line with current evidence-based practice.
- Use validated outcome measures as part of routine hydrotherapy practice.
- Actively participate in the development and review of policies and procedures, underpinned by best available evidence, in consultation with the Program Manager.
- Maintain an up-to-date knowledge of clinical developments and research findings, incorporating best practice principles into clinical service delivery while maintaining physiotherapy competency standards and ethics.
- Develop a high standard of knowledge in relevant clinical areas through participating in professional development and/or research activities.
- Provide professional supervision/clinical support to Grade 1 staff in area of clinical expertise as required.
- Provide professional supervision/clinical support to 3rd and 4th year physiotherapy students and Allied Health Assistants.
- Provide education to other members of the multidisciplinary team to ensure optimal function in achieving best patient care and outcomes.
- Ensure all performance targets are met and administrative functions including statistical collection, activity monitoring and reporting are completed in an accurate and timely manner.
- Educate staff, students and physiotherapists external to the program about hydrotherapy services, in consultation with the Program Manager.
- Demonstrate effective oral and written communication skills relevant to patient-related activities.

Responsibilities/accountabilities

Operational/clinical

- Actively participating in intra- and inter-departmental quality improvement activities.
- Complete mandatory education, personal development activities and participate in supervision opportunities relevant to the work area as agreed with the Program Manager.
- Organise annual pool rescue training for staff conducting hydrotherapy sessions.
- Develop the hydrotherapy annual quality plan, and ensure its completion, in consultation with the Program Manager.
- Ensure all members of the aquatic stream actively participate in quality activities.
- Initiate, coordinate and have active involvement in departmental, stream and cross-campus research projects and quality improvement activities relating to aquatic physiotherapy.
- Contribute to the development and continuous improvement of the physiotherapy and allied health policies and procedures and quality program.
- Contribute to compliance with national standards as required.
- Adhere to infection control guidelines.

Financial management

- Support and assist the Program Manager in undertaking processes to ensure service targets are met and financial accountability for care and service delivery is demonstrated.
- Review service structure and resource allocation as necessary, in liaison with the Program Manager to meet service delivery outcomes.

Human resources

- Deliver care with reference to the Victorian privacy laws – *Information Privacy Act 2000* and the *Health Records Act 2001*, as well as other laws that regulate the handling of personal information, including the *Health Practitioner Regulation National Law (Victoria) Act 2009* and the *Code of Conduct* of the Australian Physiotherapy Association.
- Undertake all duties abiding by OH&S laws and Monash Health policy with respect to safety and quality and risk management frameworks, as well as the relevant government regulations, guidelines and standards relating to pool operation and hygiene.
- Participate in the development of an innovative approach to aquatic physiotherapy delivery, with a focus on client centred and evidence-based practice, integration, innovation and teamwork.
- Provide support and high-quality supervision for Grade 1 Physiotherapists and Allied Health Assistants.
- Act in an advisory capacity to other physiotherapy staff requiring assistance with hydrotherapy treatments.
- Act as a resource and, where necessary, liaise with health professionals and agencies internal and external, regarding clinical management of hydrotherapy patients.
- Contribute to minimum standards of competency to practice hydrotherapy.
- Have an active role in general department management and organisation.
- Contribute to the overall direction and management of the program.
- Ensure all hydrotherapy staff are provided with orientation, formal professional supervision sessions and performance appraisals.
- Participate in professional supervision with allocated supervisor.
- Ensure workloads are prioritised and fairly distributed, and responsive to fluctuating needs.
- Provide high-level communication and interpersonal skills to promote teamwork and a proven ability to relate effectively with members of a multidisciplinary team including medical, nursing, patients/clients and families.
- As a team member, value team and individual effort and support exploring new ways of working.
- Attend and contribute to debriefing following critical incidents.
- Active participation in an annual performance appraisal with the Program Manager.

Person specification

Qualifications, registrations, licenses *(italics indicated desirable)*

Essential:
- Current registration with the Australian Health Practitioner Regulation Agency (AHPRA)
- *Completed Level 3 Aquatic Physiotherapy course (formerly Certificate in Aquatic Physiotherapy)*
- *Member of the Australian Physiotherapy Association*

Technical skills, knowledge, experience

- Demonstrated knowledge of the application of hydrotherapy theory to practice, with skills in assessment, intervention, case management and discharge planning
- Demonstrated skills in the evaluation and implementation of evidence-based practice
- Highly developed written and verbal communication skills
- Proactive, constructive and creative approaches to problem solving for individual patients and service developments
- Works collaboratively with peers showing flexibility and adaptability in a multidisciplinary setting
- Demonstrated commitment to continued professional development and education
- Demonstrated experience in the design and implementation of innovative services and quality improvement activities in line with the principles of evidence-based practice
- Demonstrated leadership skills
- Demonstrated ability to provide clinical educational services to physiotherapists, students and other hospital staff

Capabilities (refer to the *National common health capability resource*)

1. Provision of care
    - 1.1 Performing healthcare activities
        - 1.1.1 Plan and prepare, level 3
        - 1.1.2 Perform/deliver, level 3
        - 1.1.3 Monitor and evaluate, level 3
        - 1.1.4 Modify or replan, level 3
    - 1.2 Supporting processes and standards
        - 1.2.1 Evidence-based practice, level 2
        - 1.2.2 Clinical performance and risk management, level 2
        - 1.2.3 Information management, level 3

2. Collaborative practice
    - 2.1 Collaborating with clients
        - 2.1.1 Relationship building, level 3
        - 2.1.2 Shared decision making, level 3
        - 2.1.3 Shared responsibility, level 3
    - 2.2 Collaborating interprofessionally
        - 2.2.1 Vision and objectives, level 3
        - 2.2.2 Role clarity, level 3
        - 2.2.3 Workplace communication, level 2
        - 2.2.4 Collaboration within and across teams, level 2
        - 2.2.5 Collaborative decision making, level 3
        - 2.2.6 Conflict management, level 2
        - 2.2.7 Team reflexivity, level 2
        - 2.2.8 Individual contribution, level 2

Person specification	

2.3	Collaborating across time and place
	2.3.1 Clinical handover, follow-up and referral, level 2
	2.3.2 Integrated care, level 2

1. Health values
   - 3.1 Respect, level 2
   - 3.2 Equity , level 2
   - 3.3 Diversity, level 2
   - 3.4 Prevention and wellness , level 2
   - 3.5 Whole-person focus , level 3
   - 3.6 Responsible use of resources, level 2
   - 3.7 Innovation and change, level 2

2. Professional, ethical and legal approach
   - 4.1 Ethical and legal practice, level 2
   - 4.2 Self-regulation and self-management, level 2
   - 4.3 Accountability, level 2
   - 4.4 Conscientiousness, level 2
   - 4.5 Integrity, level 2
   - 4.6 Self-care, level 2

3. Lifelong learning
   - 5.1 Development of self
     - 5.1.1 Lifelong learning and professional development, level 3
     - 5.1.2 Self-reflection, level 3
   - 5.2 Development of others
     - 5.2.1 Professional support relationships, level 3
     - 5.2.2 Feedback and peer assessment, level 3

Fabulous Health values

Information about the organisational values goes here.

Other position requirements

- Current valid driver's licence
- Current police check
- Current Working with Children Check
- Will be required to work across Fabulous Health sites and services

Approved (job title):	Grade 2 Hydrotherapy Physiotherapist
Date:	19/08/2014

Resource 3.6: Position description for intern radiographers from Western Health

Position Title:	Intern/PCP Radiographer
Business Unit/Department:	Medical Imaging
Division:	Clinical Support and Specialist Clinics
Classification:	CS6
Reports To:	Tutor Radiographer
Date Prepared/Updated:	February 2016

Position Statement:

As a member of the Medical Imaging team, the Intern/PCP Radiographer develops their basic Radiographic skills in accordance with staff education, support and supervision. The Intern Radiographer assumes accountability and responsibility for their practice.

Business Unit Statement:

Western Health Medical Imaging (WHMI) provides state-of-the-art comprehensive Diagnostic and Interventional Radiology services to one of the most culturally dynamic and rapidly expanding growth corridors in Australia. WHMI currently performs approximately 175,000 Medical Imaging examinations per annum. WHMI is committed to excellence in clinical diagnosis and patient care. It draws on the medical expertise of a highly experienced and committed team of Consultant Radiologists and Medical Imaging professionals.

WHMI operates across 3 of the 4 Western Health campuses located at Western Hospital Footscray, Sunshine Hospital and the Williamstown Hospital. WHMI Medical Imaging services include Computer Tomography (CT), Fluoroscopy, Magnetic Resonance Imaging (MRI), Nuclear Medicine, Mammography, Digital Subtraction Angiography (DSA), Ultrasound and Digital X-ray. WHMI also provides breast screening services at our Sunshine Campus in partnership with the BreastScreen Victoria initiative.

WHMI is an accredited member of the Royal Australian and New Zealand College of Radiologists (RANZCR) and holds DIAS accreditation with the National Association of Testing Authorities (NATA). It is a leading provider in education, training and research. WHMI provides clinical consultation and support to our internal and external referrers and is committed to a focus on quality and dependability.

Our comprehensive digital imaging service and dedication to putting the needs of our patients first make WHMI one of the leading and fastest growing Medical Imaging services in Victoria.

Western Health Values: Compassion, Accountability, Respect, Excellence & Safety

Western Health aspires to be a values-driven organisation and all employees are required to model the following values in their day-to-day tasks:

- Compassion – consistently acting with empathy and integrity
- Accountability – empowering our staff to serve our community
- Respect – for the rights, beliefs and choice of every individual
- Excellence – inspiring and motivating innovation and achievement
- Safety – working in an open, honest and safe environment

Western Health Focus: 'Best Care'

At Western Health we are committed to high-quality, safe and person-centred patient care. The Western Health framework for Quality, Safety and the Patient Experience describes a vision for 'Best Care' for all Western Health patients and sets out the behaviours, strategies and organisational systems needed to achieve this vision.

Key Accountabilities:

Safe and Effective Patient Care

At Western Health our vision for quality care and services is that each of our patients receives 'Best Care' with us, every time.

To enable 'Best Care' all employees are required to:

- Scan for and act on opportunities to create Best Care
- Model positive and proactive attitudes and behaviours that support the dimensions of Best Care
- Collaborate on achieving the goals for Best Care with other employees and patients/consumers

To enable 'Best Care' all Front Line Employees (i.e. all those who care directly for and/or interact with patients on a day-to-day basis) are required to:

- Model the behaviours and actions outlined in the Western Health vision for Best Care
- Form partnerships with patients and carers
- Work with other employees, departments, services and consumers to develop, implement and evaluate local initiatives to contribute to the organisational best care objectives
- Make the achievement of Best Care a priority and pursue it by actively participating in organisational processes, safety systems and improvement initiatives
- Be trained in the roles and services for which they are accountable
- Understand their broad responsibility for safety and quality in health care
- Follow safety and quality procedures
- Participate in the review of care procedures individually or as part of a team
- Be proactive about identifying and addressing issues that interfere with patients receiving Best Care
- Support and enable peers to create Best Care

Other role accountabilities include:

- Demonstrate a commitment to the patient 'Charter of Healthcare Rights'
- Comply with the expected standards of performance in the role as described by the relevant professional bodies/industry standards
- Hold accountability for own actions and seek guidance and support from appropriate employees when limited by own skills and experience
- Comply with confidentiality obligations with regard to patients, consumers and colleagues
- Comply with all Western Health policies and procedures

Provide high-quality diagnostic images and patient care:

- Practice in accordance with the relevant standards as prescribed by the Australian Health Practitioner Regulation Agency (AHPRA), Australian Institute of Radiography guidelines, the Radiation Safety Plan and Medical Imaging policies and procedures
- Ensure the ALARA principle is followed at all times
- Ensure patient identification is up held at all times as per WHMI policy
- Recognise and report adverse events
- Adhere to confidentiality for all matters involving patients, staff and significant others
- Ensure mandatory competencies are achieved as per Western Health processes
- Remain informed of current literature and benchmarking standards
- Report any equipment faults or issues to the Senior/Chief Radiographers
- Ensure accurate patient data entry into the Radiology Information System and PACS is up held at all times
- Ensure anatomical markers are used on all plain film imaging

Key Accountabilities:

People and Culture

All managers and senior clinicians have a significant role in leading and influencing local cultures which support Best Care and a competent, highly performing and motivated workforce:

- Display the Western Health values when carrying out duties and in dealing with patients, consumers and colleagues
- Participate in personal annual performance development planning and reviews to identify learning and development needs and progress towards achievement
- Act in accordance with the Code of Conduct
- Ensure any risks and adverse events are reported appropriately and promptly and prevention strategies are implemented to ensure the safety of all patients and consumers

Community and Partnership

Lead, build and promote the development of relationships that respect our culturally diverse community and colleagues and enhance the patient experience:

- Work collaboratively to achieve desired outcomes for the organisation
- Ensure relationships with colleagues, patients and consumers are professional and ethical and that cultural differences are respected
- Ensure an excellent standard of service is offered by partnering with patients, consumers and the community at all levels of health care provision, planning and evaluation
- Participate in Medical Imaging staff meetings
- Maintain and develop internal and external key working relationships

Research and Learning

Participate and support participation in research and professional development to promote a culture of learning:

- Support and contribute to quality and continuous improvement activities
- Participate in relevant professional development and continuing education activities
- Support and contribute to the mentoring and supervision of others
- Complete all mandatory training by the due date
- Contribute to the WHMI internal CPD programme
- Participate in the Medical Imaging QC programme
- Perform any additional duties as requested by the Senior and Chief Radiographers

Self-sufficiency and Sustainability

Contribute to the delivery of the operational plan requirements of your department/division through efficient and effective utilisation of time, resources and equipment:

- Contribute to the responsible use and management of resources and equipment
- Identify and communicate to your manager potential sources of waste minimisation within department/unit
- Maintain an acceptable level of attendance and adhere to Western Health policies and procedures pertaining to annual leave, personal leave and other leave as appropriate
- Ensure appropriate levels of consumables are available at all times for each rostered modality area
- Report any equipment faults or issues following WHMI equipment breakdown processes promptly
- Ensure that important information regarding operational issues and equipment faults is recorded in the communication book

Key Accountabilities:

Occupational Health and Safety Obligations

Contribute to a safe and healthy working environment by ensuring that:

- Your obligations for Occupational Health & Safety (OHS) and WorkCover rehabilitation are met
- Western Health's Occupational Health and Safety policies and procedures are adhered to in your day to day duties and tasks
- Work practices and conduct are performed in a manner that will not endanger anyone
- Unsafe work practices, hazards, near miss incidents and accidents are reported to management
- A culture of safety and wellbeing is promoted by contributing ideas/suggestions and supporting other employees in safe work practice
- Your knowledge and application of infection control and hygiene precautions are in accordance with infection control policies and procedures

Capabilities (refer to the *National common health capability resource*)

1. Provision of Care
    1.1 Plan and prepare
        1.1.1 Plan and prepare, level 1 (level 2 desirable)
        1.1.2 Perform/deliver, level 2
        1.1.3 Monitor and evaluate, level 1
        1.1.4 Modify or replan, level 2
    1.2 Supporting processes and standards
        1.2.1 Evidence based practice, level 1
        1.2.2 Quality Care provision and risk management, level 2
        1.2.3 Information Management, level 2
2. Collaborative practice
    2.1 Collaborating with clients
        2.1.1 Relationship building, level 2
        2.1.2 Shared decision making, level 1
        2.1.3 Shared responsibility, level 1
    2.2 Collaborating inter-professionally
        2.2.1 Vision and objectives, level 1
        2.2.2 Role clarity, level 1
        2.2.3 Workplace communication, level 1
        2.2.4 Collaboration within and across teams, level 1
        2.2.5 Collaborative decision making, level 1
        2.2.6 Conflict Management, level 1
        2.2.7 Team reflexivity, level 1
        2.2.8 Individual contribution, level 1
    2.3 Collaborating across time and place
        2.3.1 Clinical handover, follow-up and referral, level 2
        2.3.2 Integrated care, level 1

Capabilities (refer to the *National common health capability resource*) (cont.)

3. Health Values
    3.1   Respect, level 1
    3.2   Equity, level 1
    3.3   Diversity, level 1
    3.4   Prevention and wellness, level 1
    3.5   Whole person focus, level 2
    3.6   Responsible use of resources, level 1 (level 2 desirable)
    3.7   Innovation and change, level 1 (level 2 desirable)
4. Professional and ethical approach
    4.1   Professional Behaviours
         4.1.1   Ethical and legal practice, level 1
         4.1.2   Self regulation and self management, level 1
         4.1.3   Accountability, level 1
         4.1.4   Conscientiousness, level 1
         4.1.5   Integrity, level 1
         4.1.6   Self Care, level 1
5. Lifelong learning
    5.1   Development of self
         5.1.1   Lifelong learning and professional development, level 2
         5.1.2   Self-reflection, level 2
    5.2   Development of others
         5.2.1   Professional support relationships, level 2
         5.2.2   Feedback and peer assessment, level 2

Selection Criteria:

Essential
- Bachelor of Radiation Science or equivalent recognised Degree
- Hold current provisional Registration with AHPRA
- Hold a current Radiation Use Licence with DHHS Victoria
- Hold a current Working with Children check
- Hold a current Police check
- Demonstration of organisational skills, particularly with respect to time management
- Well-developed written and verbal communication skills
- Well-developed interpersonal skills
- Demonstrate evidence of undertaking professional development activities in response to perceived learning requirements
- Demonstrate an ability to practice collaboratively as part of a multidisciplinary health care team
- Use initiative in prioritising workload and delegating tasks
- Ability to work on a rotating 24/7 roster (where possible and under supervision of a Radiographer)

Desirable
- Membership of Professional Body

I confirm I have read the Position Description, understand its content and agree to work in accordance with the requirements of the position.				
Employee's Name:				
Employee's Signature:		Date:	/	/

References

Health Workforce Australia (HWA) 2013, *National common health capability resource: shared activities and behaviours in the Australian health workforce* – provisional edition, Health Workforce Australia, Adelaide, viewed October 2015, https://www.hwa.gov.au/sites/default/files/HWA13WIR016_NCHCR_vFINAL.pdf

Western Health is an equal opportunity employer and is committed to providing for its employees a work environment which is free of harassment or discrimination.

Western Health reserves the right to modify position descriptions as required. Employees will be consulted when this occurs.

Western Health is a smoke-free environment.

Resource 3.7: Behavioural interviewing (worked example)

1.0   Provision of care

1.1   Performing healthcare activities

1.1.1   Plan and prepare

- Describe how you prepare for your typical day/week and ensure all your duties are completed.
- Tell us about a situation where you have helped a colleague plan/prepare for a difficult case.
- What are some of the professional boundaries that you might need to negotiate in this role?
- What standards do you need to be aware of in this role? How do you keep your knowledge of the standards up to date?

1.1.2   Perform/deliver

- Describe a situation where you had to obtain cooperation from a person or group. What did you do to achieve this? What was the result?
- Describe a team project you have been involved in. Who were the team members? What role did you take? What were the results?
- Do you prefer to work independently or in a team?
- Tell us about a client/patient case where you have been particularly proud of the outcome. What was the case? What did you do? What was the outcome?
- Tell us about a time where the outcome of a client/case was not what you had hoped. What was the situation? How did you handle it?

1.1.3   Monitor and evaluate

- How do you normally monitor your patient's/client's response to treatment/intervention?
- Tell us about some strategies you have used to keep the patient/client informed of their progress.
- Describe a situation where you have had to escalate a case to your supervisor. What was the case and why did it need to be escalated? What was the outcome?
- Have you ever had a complaint made against you? Tell us about the situation and the outcome.

1.1.4   Modify or replan

- Tell us about a situation where you have had to alter your course of action/treatment with a client. What was the situation? What prompted you to change the plan? What was the outcome?

1.2   Supporting processes and standards

1.2.1   Evidence-based practice

- Tell us about an evidence-based practice you have implemented recently.
- What would you do if you discovered your supervisor was using a practice that you knew was not evidence-based?
- Describe a situation where you have had to use evidence to make a treatment plan for a particular patient/client.

1.2.2 Quality care provision and risk management

- Tell us about a time you have realised there was a safety issue in the workplace that you noticed. What was it and how did you address it? What was the result of what you did?
- When have you had to respond to some safety findings (such as in an inspection) or data? What was the information you received and what did you do?
- Tell us about an initiative you have adopted to enhance the service delivery in your role. What made you realise improvement was needed and what did you do? What was the result?
- When have you needed to implement an approach that was designed to improve service delivery? What was the initiative? How did you go about putting it in place? Were there any problems you needed to overcome? Did you measure the change? If so, how successful was it?

1.2.3 Information management

- How do you know which patient/client information can, should and must be shared, and what policies, processes and legislation should be followed in regard to this?
- What would you do if you found identifiable patient information in a public area in the hospital/centre?
- What would you do if a student asked to take home patient records?

2.0 Collaborative practice

2.1 Collaborating with clients

2.1.1 Relationship building

- Have you ever had a client refuse a particular course of treatment? Describe the situation and how you handled it.
- How do you build rapport with patients/clients?

2.1.2 Shared decision making

- Have you ever cared for a client/patient who you felt had unrealistic goals? How did you manage the situation?
- How do you engage each patient/client in conversation and deliberation regarding their treatment/ intervention preferences?

2.1.3 Shared responsibility

- Describe an example where independent management or self-care skills have been particularly important in a patient's/client's management plan. Why? What approach did you use? What was the outcome?
- Tell us about how you establish short- and long-term goals for your patients/clients. What are the key components?

2.2 Collaborating interprofessionally

2.2.1 Vision and objectives

- Tell us about a time when you needed to delegate parts of a task/project. How did you decide who to distribute them to? What problems occurred? What was the outcome?
- What specific information do/did you share with your team? How often do/did you share this information and why?
- Give us a specific example of how you have empowered your staff to make independent decisions.
- Tell us about the expectations within your team. What are they? What factors do you consider in setting/communicating expectations?
- Tell us about your most successful attempt to encourage others to take action and get the job done. What led you to take these actions? Exactly how did you encourage others to take action or responsibility? What was the result of your efforts? Did anyone comment on your actions? Who? What was said? How often have you taken this type of action in the past six months?
- Tell us about a time when you needed to have co-workers working on a project who normally have different work styles/ideas. How did you pull them together?

2.2.2 Role clarity

- Tell us about a time when it has been necessary for you to influence someone more senior than you about a matter. What did you need to influence them about and how did you go about it? How successful were your efforts?

2.2.3 Workplace communication

- When has it been important for you to develop an effective working relationship with another person who you found was not as approachable as you hoped? Why did you need to establish this working relationship and what did you do to strengthen it? What was the outcome of your efforts?

2.2.4 Collaboration within and across teams

- Can you recall a highly successful working relationship you enjoyed with another person? What were you working on together? What was your contribution to making it so successful?
- Tell us about a time during a meeting when you experienced differing and strongly held views? What were they? Did you play a part in helping the group reach an agreement? How did you do that?
- When have you participated in a project team? What was the objective of the team and what role did you have? Tell us about your contribution. How did you evaluate your work and were you happy with your performance? What would you change next time?
- Have you had to lead a project? What did you have to achieve? How many people were in the team? How did you keep any stakeholders informed of your progress? Take us through how you led the project and the outcome you had.

2.2.5 Collaborative decision making

- Take us through a time when it has been necessary for you to challenge a decision or communication from another person. What was it that you had to challenge and why? How did you go about making that challenge? How successful was your challenge?

2.2.6 Conflict management

- When have you worked with another person where you felt the working relationship could have been better? What was the problem? How did you respond to it? (Did the candidate address the issue or work around it?) Did the situation change?
- When did you feel another person behaved or spoke to you in a manner you were unhappy with at work? What happened? How did you handle it? Did the working relationship improve?
- When have you observed colleagues experiencing a poor working relationship? What did you notice? What was your conclusion about what the problems were? What did you do in response to the situation?

2.2.7 Team reflexivity

- Tell us about a time when you were involved in a group discussion where there were problems such as people interrupting, talking over the top of each other, not listening and so on. What were the disruptive behaviours you experienced and how did you deal with them? Did you have an impact on the effectiveness of that meeting?
- When have you noticed that team spirit was not what it could be and the people working with you seemed 'a bit flat'? What did you conclude was the problem? Did you take any action about it? If so, what was it? What happened from there?

2.2.8 Individual contribution

- When has it been important for you to achieve a high level of open and honest discussion with a team or colleague? What made achieving this important? How did you go about facilitating the discussion? Were you satisfied with how the discussion went?
- When have you been required (or made your own decision) to set an example to others by demonstrating a positive approach to a situation? What were the circumstances and how did you model that behaviour? What impact do you believe it had?

2.3 Collaborating across time and place

2.3.1 Clinical handover, follow-up and referral

- How do you structure your handover to ensure patient care is maintained?
- How do you include patients/clients and carers in clinical handover processes related to their care?
- Have you ever had an experience where the diagnosis and/or treatment of a patient/client was beyond your skills? What was the situation? What did you do? What was the outcome?

2.3.2 Integrated care

- Give us an example of when you have had to make a difficult decision regarding a patient's/client's follow-up care. What was the situation? What was the outcome?

3.0 Health values

3.1 Respect

- Describe the way you handled a specific problem involving others with differing values, ideas and beliefs in your current/previous role.
- Tell us about the most difficult challenge you faced in trying to work cooperatively with someone who did not share the same ideas. What was your role in achieving the work objective? What was the long-term impact on your ability to get things done while working with this person?
- Describe a work situation that required you to really listen and display compassion to a co-worker/employee who was telling you about a personal/sensitive situation.

3.2 Equity

- Describe a situation where you have advocated for a patient to understand options and obtain access to health services.
- How have you made your voice heard in a predominantly male- or female-dominated environment?
- What measures have you taken to make someone feel comfortable in an environment that was obviously uncomfortable for them?

3.3 Diversity

- Give us an example of how you have supported diversity in the workplace. What did you do and how did you go about it? What was your result?
- Tell us about a time when you had to adapt to a wide variety of people by accepting/ understanding their perspectives.
- What have you done to further your knowledge/understanding about diversity? How have you demonstrated your learning?
- Can you recall a time when you gave feedback to a co-worker who was unaccepting of others?
- Can you recall a time when a person's cultural background affected your approach to a work situation?
- Tell us about a time that you adapted your style in order to work effectively with those who were different from you.
- How have you reacted to conversations between co-workers that were clearly offensive to non-participants?
- Can you give examples of when your values and beliefs impacted on your relationships with your co-workers?
- Tell us about a time that you evaluated your beliefs or opinions around issues of difference.

3.4 Prevention and wellness

- Tell us about a time when you have provided patients/clients with information relevant to altering their health behaviours or improving their health status. What approach did you use? What was the outcome?

3.5 Whole-person focus

- Tell us about any steps you have taken to promote a patient/client focus among your team. What steps did you take and what result did you have?
- Have you experienced having to break difficult news to a patient or client? What did you need to communicate and how did you go about it? What was their reaction? Did you handle their reaction in any particular way?
- Tell us about a highly demanding patient/client you have had. What made them demanding? How did you handle them? What was the result of your efforts?

3.6 Responsible use of resources

- Take us through an example of how you measured and monitored the performance of your team or a direct report. What was a measurement that you applied to check whether they were delivering their responsibilities? How then did you monitor that? In this instance, what was your conclusion as to whether your team member was meeting the requirements?
- Take us through your experience in setting up and maintaining a budget. How did you monitor the performance of your budget?
- When have you identified an under- or overspend on a budget that needed to be investigated? What did you identify and how did you investigate? What were your findings?
- When did you experience a situation when you needed to create savings as a result of a budget cut or incurring an expense that was not originally allowed for? What was the situation and how did you create the savings?
- When have you had to reallocate your resources? What made this necessary and how did you go about reorganising your resources? How was the communication handled with those affected? Did your reorganising achieve what you required?

3.7 Innovation and change

- When have you had an idea about some kind of efficiency or improvement that could be achieved? What was your idea and how did you take it forward? What was the outcome?
- Have you been involved in supporting the introduction of a new initiative or service model? What was it? What involvement did you have? Talk us through an evaluation of your involvement.
- Tell us about when some kind of business change was introduced that was not popular or well received by people in your team. Did you do anything to assist in your team's ability to
- accept the change? What was the change and what if anything did you do to support your team's acceptance of it?
- Have you been in a situation where you have had to introduce some kind of change? What was it you had to introduce and how did you go about it? Were there any difficulties and, if so, how did you overcome them? What other actions did you take to implement the change? How successful did you regard the work you did?
- What has been the most significant change you have had to manage? What was it? What role did you have in managing it? Take us through how you carried out this work. Was there anything you would do differently next time?

4.0 Professional, ethical and legal approach

4.1 Professional behaviours

4.1.1 Ethical and legal practice

- Describe a situation where an opportunity presented itself to act less than ethically – such as the time you could have claimed credit for someone else's work, could have sped away from bumping someone else's car without leaving a note, or were given more money than you were owed. What was the outcome?
- Have you ever had an issue of ethics arise in past positions? What happened? How did you handle it?
- Have you ever suffered in your career for doing what was right? Do you have any regrets?
- If your boss asked you to lie for them, what would you do?
- Did you see our Code of conduct/ethics on our website?
- What are the differences and similarities to where you currently work?
- What's your idea of an ethical organisation?
- Tell us about a specific time when you had to handle a tough problem that challenged fairness or ethical issues.
- Tell us about a tough decision you made. What steps, thought processes and considerations did you take to make an objective decision?

4.1.2 Self-regulation and self-management

- When have you realised it has been necessary to lift your performance in relation to ensuring a task is completed? What were you working on and what difficulties were you having? How then did you motivate yourself to complete what needed to be done?
- Have you experienced a time when you have had to perform work under challenging circumstances when you have had to keep going in the face of difficulty? (Candidate may have had a difficult patient, low energy levels, multiple demands or difficult timeline, for example.) What was the situation and how did you continue to work effectively?
- Tell us about a time when you experienced a change of priorities that meant you had to reorganise your work. What was the interruption and how did you manage it? What result did you have?
- How do you keep track of your work needing to be done so that you can be confident nothing has been missed? Tell us about how you do this during a typical day.

4.1.3 Accountability

- When did you notice there was a particular responsibility needing to be done that you went ahead and completed without being asked? What was it and what did you do?
- Can you recall having a decision to make that would normally have been dealt by your manager but in that person's absence you needed to decide? What was the decision to be considered and how did you address it? Was it the correct one?

4.1.4 Conscientiousness

- What do you recall as being one of the most challenging decisions you have had to make at work? What was it and how did you go about making that decision? What was your decision and did it prove to be the right one?

4.1.5 Integrity

- Have you ever accomplished something you didn't think you could? Tell us about it. What were the challenges and what was the outcome?
- What was the worst/most embarrassing situation of your career? How would you have done things differently with 20/20 hindsight?
- Deadlines, frustrations, difficult people and silly rules can make a job difficult. Can you give us an example of how you have handled these types of situations in the past?
- Discuss a time when your integrity was challenged. How did you handle it?

4.1.6 Self-care

- Tell us about an event where there was great pressure and you needed to think and act quickly. What was it and what did you do? What result did it have?
- We all face days when our workload exceeds the time we have available to do it. Can you recall an especially challenging example of one of these? Tell us about what you had to get done and how you went about meeting your demands.

5.0 Lifelong learning

5.1 Development of self

5.1.1 Lifelong learning and professional development

- Have you ever participated in a review of a process? What was being reviewed and what was your role in the review? What suggestions/observations did you make about the process being reviewed? What improvements came about as a result of your contributions?
- What do you recall as being one of the most challenging on-the-job problems you have faced? What was it and how did you go about addressing it? What was the result?
- Can you recall having a problem to solve that would normally have been dealt with by your manager but in that person's absence you needed to deal with it? What was the problem and how did you address it?

5.1.2 Self-reflection

- When have you taken some kind of action that you along the way found to have been incorrect and that you had to learn from for next time? Tell us about your experience and what learning you applied to have a different result next time.
- Tell us about a time when there has been a major change of priorities in your work. What was it that changed and how did you manage that change? What was the result of this?

5.2 Development of others

5.2.1 Professional support relationships

- Tell us about when you have had the responsibility of coaching another staff member in a responsibility they needed to learn. What coaching did you need to provide? How did you provide it to the other person so they could learn what they needed to? Did you assess whether they had learnt what they needed to? If so, how?

- Take us through a summary of the responsibilities you have had under performance management. (Choose one of these relevant to what you need to know and explore further.)
- Have you ever had a team member who was not performing to the standard required? What were the performance problem(s)? How did you notice that there was a problem? Take us through what action you took. Was it successful? How did you review and monitor if there had been an improvement?

5.2.2 Feedback and peer assessment

- Tell us about a time when you have received feedback on your performance that surprised you. What was the feedback? What action did you take?
- How do you know if you're doing a good job? What action do you take to monitor and/or improve your performance?

Resource 3.8: Capability assessment (worked example)

Capability assessment: Grade 2		
To be completed with your manager/supervisor.		
Participant's name:	Manager's/supervisor's name:	
Title:	Title:	
Date: / /		

Scale indicators

0 Not observed or too early to assess

1 Needs improvement (rarely demonstrates performance indicators)

2 Achieves objectives (mostly demonstrates performance indicators)

3 Exceeds objectives (almost always demonstrates performance indicators)

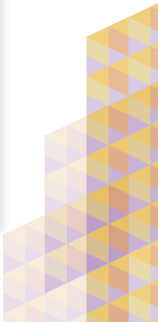| Capability	Self-assessment	Discussion and plan (where required)
Provision of care		
1.1 Performing healthcare activities		
1.1.1 Plan and prepare • Integrate information from multiple sources to form a comprehensive perspective regarding patient/client complexity and diagnosis (as relevant to the practice 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.	☐ 0 ☐ 1 ☐ 2 ☐ 3	

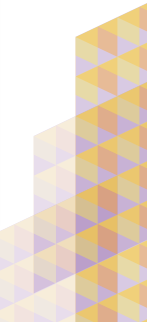| Capability	Self-assessment	Discussion and plan (where required)
Provision of care		
1.1 Performing healthcare activities		
1.1.2 Perform/deliver • Formulate, implement and document an effective and tailored management plan/intervention for complex situations. • Identify when a patient/client is unable 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.	☐ 0 ☐ 1 ☐ 2 ☐ 3	
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.	☐ 0 ☐ 1 ☐ 2 ☐ 3	
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.	☐ 0 ☐ 1 ☐ 2 ☐ 3	
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.	☐ 0 ☐ 1 ☐ 2 ☐ 3	

Capability	Self-assessment	Discussion and plan (where required)
Provision of care		
1.2 Supporting processes and standards (cont.)		
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.	☐ 0 ☐ 1 ☐ 2 ☐ 3	
Collaborative practice		
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.	☐ 0 ☐ 1 ☐ 2 ☐ 3	
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.	☐ 0 ☐ 1 ☐ 2 ☐ 3	

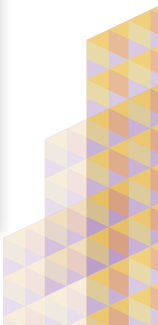| Capability	Self-assessment	Discussion and plan (where required)
Collaborative practice		
2.1 Collaborating with clients (cont.)		
2.1.3 Shared responsibility • Build effective strategies for informing and empowering patients/clients, and increasing their active involvement in their health and healthcare. • Evaluate patient/client involvement and self-management strategies to increase the evidence base for future policy interventions and patient engagement initiatives.	☐ 0 ☐ 1 ☐ 2 ☐ 3	
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.	☐ 0 ☐ 1 ☐ 2 ☐ 3	
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. • Regularly and collectively review who is responsible for which aspects of care, and track performance against work objectives.	☐ 0 ☐ 1 ☐ 2 ☐ 3	
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.	☐ 0 ☐ 1 ☐ 2 ☐ 3	

Capability	Self-assessment	Discussion and plan (where required)
Collaborative practice		
2.2 Collaborating interprofessionally (cont.)		
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.	☐ 0 ☐ 1 ☐ 2 ☐ 3	
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.	☐ 0 ☐ 1 ☐ 2 ☐ 3	
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.	☐ 0 ☐ 1 ☐ 2 ☐ 3	
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.	☐ 0 ☐ 1 ☐ 2 ☐ 3	
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.	☐ 0 ☐ 1 ☐ 2 ☐ 3	

Capability	Self-assessment	Discussion and plan (where required)
Collaborative practice		
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.	☐ 0 ☐ 1 ☐ 2 ☐ 3	
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.	☐ 0 ☐ 1 ☐ 2 ☐ 3	
Health values		
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.	☐ 0 ☐ 1 ☐ 2 ☐ 3	
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.	☐ 0 ☐ 1 ☐ 2 ☐ 3	

Capability	Self-assessment	Discussion and plan (where required)
Health values		
2.3 Collaborating across time and place (cont.)		
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.	☐ 0 ☐ 1 ☐ 2 ☐ 3	
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.	☐ 0 ☐ 1 ☐ 2 ☐ 3	
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.	☐ 0 ☐ 1 ☐ 2 ☐ 3	
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.	☐ 0 ☐ 1 ☐ 2 ☐ 3	
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.	☐ 0 ☐ 1 ☐ 2 ☐ 3	

Capability	Self-assessment	Discussion and plan (where required)
Professional, ethical and legal approach		
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.	☐ 0 ☐ 1 ☐ 2 ☐ 3	
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.	☐ 0 ☐ 1 ☐ 2 ☐ 3	
4.1.3 Accountability • Recognise the collective responsibility in healthcare, and refrain from passing blame onto others.	☐ 0 ☐ 1 ☐ 2 ☐ 3	
4.1.4 Conscientiousness • Demonstrate a drive for positive results. • Regularly exceed patient's/client's expectations to accomplish impressive results.	☐ 0 ☐ 1 ☐ 2 ☐ 3	
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.	☐ 0 ☐ 1 ☐ 2 ☐ 3	

Capability	Self-assessment	Discussion and plan (where required)
Professional, ethical and legal approach		
4.1 Professional behaviours (cont.)		
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.	☐ 0 ☐ 1 ☐ 2 ☐ 3	
Lifelong learning		
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.	☐ 0 ☐ 1 ☐ 2 ☐ 3	
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.	☐ 0 ☐ 1 ☐ 2 ☐ 3	
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.	☐ 0 ☐ 1 ☐ 2 ☐ 3	

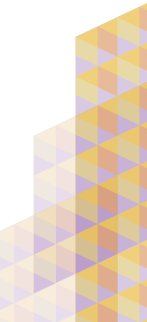The following section to be completed when all fundamental levels (on previous pages) have been achieved.

Desirable capabilities		
Capability	**Self-assessment**	**Discussion and plan (where required)**
Provision of care		
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.	☐ 0 ☐ 1 ☐ 2 ☐ 3	
Lifelong learning		
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.	☐ 0 ☐ 1 ☐ 2 ☐ 3	

Resource 3.9: Capability assessment for intern radiographers from Western Health

Capability assessment: Radiographer Intern		
To be completed with your manager/supervisor.		

Participant's name:		Manager/supervisor's name:	
Title:		Title:	
Date:	/ /		

Scale indicators

0 Not observed or too early to assess

1 Needs improvement (rarely demonstrates performance indicators)

2 Achieves objectives (mostly demonstrates performance indicators)

3 Exceeds objectives (almost always demonstrates performance indicators)

Capability	Self-assessment	Discussion and plan (where required)
1. Provision of care		
1.1 Performing health care 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.	☐ 0 ☐ 1 ☐ 2 ☐ 3	

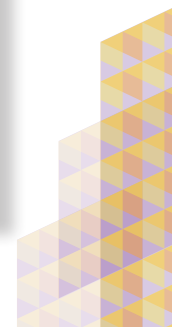| Capability	Self-assessment	Discussion and plan (where required)
1. Provision of care		
1.1 Performing health care activities (cont.)		
1.1.2 Perform/deliver • Clearly and accurately explain own activity to the patient/client, and confirm that the patient/client understands and agrees before proceeding • Work within the scope of authority given by the patient/client when performing healthcare activities • Safety 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 • 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 for more senior colleagues, and act to obtain their involvement.	☐ 0 ☐ 1 ☐ 2 ☐ 3	
1.1.3 Monitor and evaluate • Monitor the patients/clients 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.	☐ 0 ☐ 1 ☐ 2 ☐ 3	
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 • Identify when a treatment/intervention should be modified or stopped, and report to the responsible practitioner.	☐ 0 ☐ 1 ☐ 2 ☐ 3	

Capability	Self-assessment	Discussion and plan (where required)
1. Provision of care		
1.2 Supporting process and standards (cont.)		
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.	☐ 0 ☐ 1 ☐ 2 ☐ 3	
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 • 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.	☐ 0 ☐ 1 ☐ 2 ☐ 3	

Capability	Self-assessment	Discussion and plan (where required)
1. Provision of care		
1.2 Supporting process and standards (cont.)		
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 a 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 • 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 a prompt and effective action to deal with information that is inadequate, contradictory or ambiguous.	☐ 0 ☐ 1 ☐ 2 ☐ 3	
2. Collaborative practice		
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/clients point of view	☐ 0 ☐ 1 ☐ 2 ☐ 3	

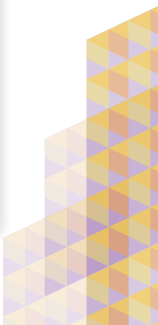| Capability	Self-assessment	Discussion and plan (where required)
2. Collaborative practice		
2.1 Collaborating with clients (cont.)		
• Build credibility with the patient/client by being honest, sincere, and following through on promised actions • Negotiate appropriate boundaries with the patient/client and ways of working together • Demonstrate trust in the patient/clients 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 patient/clients as partners in their own care.	☐ 0 ☐ 1 ☐ 2 ☐ 3	
2.1.2 Shared decision making • Determine patient/clients preferences for involvement in decision making • Demonstrate respect for each patient/clients values, preferences and expressed needs • Provide decision aids to assist patient/client with their decision making.	☐ 0 ☐ 1 ☐ 2 ☐ 3	
2.1.3 Shared responsibility • Recognise the patient/clients self care efforts, and assist them to develop and improve self management skills • Support patient/clients tin 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.	☐ 0 ☐ 1 ☐ 2 ☐ 3	

Capability	Self-assessment	Discussion and plan (where required)
2. Collaborative practice		
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 patient/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.	☐ 0 ☐ 1 ☐ 2 ☐ 3	
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 • Clarity work priorities and job expectation with a manager/supervisor as required.	☐ 0 ☐ 1 ☐ 2 ☐ 3	
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 the information being communicated • Confirm that the receiver (patient/client/colleague/client) 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.	☐ 0 ☐ 1 ☐ 2 ☐ 3	
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.	☐ 0 ☐ 1 ☐ 2 ☐ 3	

Capability	Self-assessment	Discussion and plan (where required)
2. Collaborative practice		
2.2 Collaborating interprofessionally (cont.)		
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.	☐ 0 ☐ 1 ☐ 2 ☐ 3	
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	☐ 0 ☐ 1 ☐ 2 ☐ 3	
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.	☐ 0 ☐ 1 ☐ 2 ☐ 3	
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 request for assistance, and take the initiative to offer help • Develop trust, through experience in the competence and reliability of others.	☐ 0 ☐ 1 ☐ 2 ☐ 3	
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/client needs and wishes are communicated in the handover • Conduct a thorough handover to ensure patient/client care is maintained	☐ 0 ☐ 1 ☐ 2 ☐ 3	

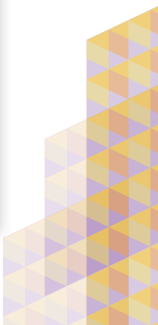| Capability	Self-assessment	Discussion and plan (where required)
2. Collaborative practice		
2.3 Collaborating across time and place (cont.)		
• Establish mechanisms to include patient/clients and carers in clinical handover processes related to their care • Assess the need for follow-up, and arrange 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.	☐ 0 ☐ 1 ☐ 2 ☐ 3	
2.3.2 Integrated care • Provide patient/clients with information on accessing additional service and health programs • Seek advice from others about the most appropriate ongoing care requirements for patient/clients leaving own care.	☐ 0 ☐ 1 ☐ 2 ☐ 3	
3. Health values		
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.	☐ 0 ☐ 1 ☐ 2 ☐ 3	
3.2 Equity		
• Identify factors that can limit access to healthcare services, and contribute to initiative that aim to improve access • Support patient/clients to understand options and obtain access to health services.	☐ 0 ☐ 1 ☐ 2 ☐ 3	

Capability	Self-assessment	Discussion and plan (where required)
3. Health values		
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.	☐ 0 ☐ 1 ☐ 2 ☐ 3	
3.4 Prevention and wellness		
• Provide patient/clients with information relevant to altering their health behaviours or improving their health status • Advise patient/clients on the reduction of risk factors and recommendations for screening and disease prevention.	☐ 0 ☐ 1 ☐ 2 ☐ 3	
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 • Recognise the complex, multi- factorial nature of the causes of ill-health, 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.	☐ 0 ☐ 1 ☐ 2 ☐ 3	

Capability	Self-assessment	Discussion and plan (where required)
3. Health values		
3.6 Responsible use of resources		
• Support the transparent and equitable allocation of healthcare resources within the context of own role	☐ 0 ☐ 1 ☐ 2 ☐ 3	
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	☐ 0 ☐ 1 ☐ 2 ☐ 3	
4. Health values		
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.	☐ 0 ☐ 1 ☐ 2 ☐ 3	
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 for the supervising professional as necessary • Recognise and effectively manage personal impact on work performance and relationships.	☐ 0 ☐ 1 ☐ 2 ☐ 3	

Capability	Self-assessment	Discussion and plan (where required)
4. Health values		
4.1 Professional Behaviours (cont.)		
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.	☐ 0 ☐ 1 ☐ 2 ☐ 3	
4.1.4 Conscientiousness • Persevere until work is completed until 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.	☐ 0 ☐ 1 ☐ 2 ☐ 3	
4.1.5 Integrity • Demonstrate 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.	☐ 0 ☐ 1 ☐ 2 ☐ 3	
4.1.6 Self-care • Accurately identify sources(s) of own stress, and take steps to effectively manage these stressors • Seek support, where necessary, to maintain own well being.	☐ 0 ☐ 1 ☐ 2 ☐ 3	

Capability	Self-assessment	Discussion and plan (where required)
5. Lifelong Learning		
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 inter-professionally, on a continuous basis • 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	☐ 0 ☐ 1 ☐ 2 ☐ 3	
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 • Reflect on clinical practice to identify strengths and areas requiring further development. • Formulate learning objectives and strategies for addressing own limitations.	☐ 0 ☐ 1 ☐ 2 ☐ 3	
5.1 Development of others		
5.2.1 Professional support relationships • Participate in supervision arrangements, and demonstrate commitment to the process of clinical supervision • Share learning with others as appropriate • 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	☐ 0 ☐ 1 ☐ 2 ☐ 3	

Capability	Self-assessment	Discussion and plan (where required)
5. Lifelong Learning		
5.1 Development of others (cont.)		

5.2.2   Feedback and peer assessment
    • Offer feedback that is specific, sensitive and non-judgemental
    • Respond graciously to feedback by controlling defensiveness, summarising and reflecting what is heard, and clarifying as needed.
    • Participate constructively in professional peer review
    • Solicit formal and informal feedback on a regular basis, and act upon it as appropriate to improve performance
	☐ 0
	☐ 1
	☐ 2
	☐ 3	

The following section to be completed when all fundamental Levels (on previous pages) have been achieved.

Additional Desirable capabilities		
Capability	Self-assessment	Discussion and plan (where required)
Provision of care		
1.1 Performing health care activities		

1.1.1 Plan and prepare
- Collect and record information that enables proper identification and definition of the patients/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.

☐ 0
☐ 1
☐ 2
☐ 3

3. Health Values		
3.6 Responsible use of resources		

- Use finite healthcare resource 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

☐ 0
☐ 1
☐ 2
☐ 3

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.

☐ 0
☐ 1
☐ 2
☐ 3