



AUSTRALIAN  
COLLEGE OF  
PHYSIOTHERAPISTS

# APA National Advanced Practice Physiotherapy Competency Framework

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# Table of Contents

<b>Abbreviations</b> .....	<b>3</b>
<b>Acknowledgements</b> .....	<b>4</b>
<b>About the Framework</b> .....	<b>4</b>
<b>Reading the Framework</b> .....	<b>4</b>
<b>Scope of the Framework</b> .....	<b>5</b>
<b>Background</b> .....	<b>5</b>
<b>Purpose</b> .....	<b>6</b>
<b>Defining Advanced Practice</b> .....	<b>6</b>
<b>Pathway to Competence in the Workplace</b> .....	<b>7</b>
<b>ROLE 1: PHYSIOTHERAPY PRACTITIONER</b> .....	<b>8</b>
<b>ROLE 2: COMMUNICATOR</b> .....	<b>17</b>
<b>ROLE 3: COLLABORATOR</b> .....	<b>23</b>
<b>ROLE 4: LEADER</b> .....	<b>27</b>
<b>ROLE 5: HEALTH ADVOCATE</b> .....	<b>31</b>
<b>ROLE 6: SCHOLAR</b> .....	<b>34</b>
<b>ROLE 7: PROFESSIONAL</b> .....	<b>40</b>
<b>References</b> .....	<b>44</b>
<b>Glossary</b> .....	<b>45</b>

# Abbreviations

**ACSQHC** Australian Commission on Safety and Quality in Health Care

**APA** Australian Physiotherapy Association

**CanMEDS** Canadian Medical Education Directives for Specialists

# Acknowledgements

The development of the National Advanced Practice Physiotherapy Competency Framework (the National AP Framework) has been actively supported and funded by the Australian Physiotherapy Association (APA) to provide a nationally relevant framework to improve the consistency of Advanced Practice standards for the benefit of patients, health service providers and physiotherapists working in or preparing to work in Advanced Practice roles.

The Advanced Musculoskeletal Physiotherapy Clinical Education Framework<sup>1</sup>, an initiative funded by the Victorian Department of Health and Human Services, provided an excellent resource and informed the development of the National AP Framework.

Creation of the National AP Framework would not have been achievable without the input of the national APA Advanced Musculoskeletal Physiotherapy panel and subsequently the Advanced Practice working party of the APA Advanced Practice National Group, who generously contributed their content expertise, extensive time and guidance. There has been extensive consultation and input from the profession, the Australian College of Physiotherapists and the Australian Physiotherapy Association. Feedback from within and outside the profession has been appreciated and considered with the subsequent document developed to align with the updated version of the APA Physiotherapy Competency Framework v7.1 (2023)<sup>2</sup>.

## About the Framework

### Reading the Framework

The National AP Framework is written to align with the APA Physiotherapy Competency document V7.1 and these documents should be read alongside each other. The APA Competency document V7.1 describes the generic competencies for Physiotherapists from Milestone 1 (Foundation) to Milestone 4 (Expert). The National AP framework outlines competencies for Advanced Practice roles for Milestone 3 (Highly Developed) and Milestone 4 (Expert), outlining differences in the competencies required in Advanced Practice as compared to the general Physiotherapy competencies. Further description of examples of activities specific to Advanced Practice roles will be developed and described in further documents and will also need to be read alongside this National AP Competency Framework.

Consistent with the APA Physiotherapy Competency Framework v7.1 the National AP framework has four (4) components:

- Roles
- Definition of roles including an additional statement describing the Advanced Practice features of the role
- Key competencies
- Enabling competencies

Seven roles are described and are based on the CANMEDs Competence Framework model but have been adapted for the Physiotherapy profession:

- Physiotherapy Practitioner (replaces Medical Expert)
- Communicator
- Collaborator
- Leader
- Health Advocate
- Scholar
- Professional

Each of the seven Roles have Key Competencies, with components described by Enabling Competencies. When reading an Enabling Competence, it should be noted each milestone builds on the previous level, with the accumulation of higher-level abilities. As noted, enabling competencies for Milestones 1 and 2 are described in the APA Physiotherapy Competence Framework V7.1. The performance expectations of Advanced Physiotherapists are mapped to Milestone 3 (Highly developed) and Milestone 4 (Expert).

The Key and Enabling competencies provide only general descriptions of performance. The performance descriptors are examples of activities that might be expected in evidencing attainment of the competence.

There will be individual variability in level of performance across the Key and Enabling competencies. However, on satisfactory completion of a period of training, such as the Specialisation Training Pathway (Milestone 4) or Titling Credential (Milestone 3), the physiotherapist is expected to consistently perform at or beyond the relevant Milestone level.

## Scope of the Framework

The National AP Framework represents the competencies common to Advanced Physiotherapy roles. The most common clinical setting in which Advanced Practice Physiotherapists currently operate is within a musculoskeletal context including emergency departments and musculoskeletal screening clinic roles. This document has been developed from knowledge of these roles and settings but aims to be inclusive and provide the competencies common to these and other roles, including those that may be established or still to commence.

## Background

Advanced Practice Physiotherapy is reported across fourteen countries worldwide, supporting healthcare by improving access, outcomes, and care experiences<sup>3</sup>. A lack of standardisation of competency and capability requirements and variation in education and training has been identified as a risk to the development, sustainability, and potential impact of these roles<sup>4</sup>. World Physiotherapy advocates that Advanced Practice roles are recognised, clearly defined, supported by competence and educational frameworks and career pathways<sup>5</sup>.

Since the early 2000's Australian physiotherapists with postgraduate qualifications and extensive clinical experience have worked in Advanced Practice Musculoskeletal Physiotherapy (AMP) roles providing clinical musculoskeletal services in roles traditionally performed by Medical Specialists. AMP services have been demonstrated to be safe, cost efficient in managing demand on health service and to achieve high patient satisfaction<sup>6,7</sup>. However, there are concerns about a lack of consistency in practitioners' professional development, competencies, capabilities, and training<sup>4</sup>.

Additionally, in Australia there has been inter-state and territory variation in the degree of policy that sits behind the roles from a governance perspective. The lack of a standardised approach to these roles introduced a policy gap which raises risk around: governance, accountability, education, training, work-value levelling, skill recognition and continued funding for informally recognised roles. There is a clear need to bridge this gap to establish clear and consistent recognition and processes that are applicable nationally in Australia to Advanced Practice roles undertaken by Physiotherapists.

## Purpose

The National AP Framework document is applicable to Advanced Practice Physiotherapists across a range of established and developing areas of Advanced Practice. It recognises the value of qualifications, experience, education and work-based training to underpin competency development and evaluation. Thus, a flexible approach to learning and assessment remains central to support Advanced Practice Physiotherapists to meet the competency requirements defined in the framework.

The framework provides competencies against which education and training programs and assessment criteria may be established by health services and/or education providers to facilitate the development of Physiotherapists working towards these roles. Adoption of the framework facilitates the delivery of consistent, safe and high-quality services that are effective and sustainable by Advanced Practice Physiotherapists. It will also facilitate transferability of skill across Advanced Practice roles, sites and organisations, supporting workforce capacity and efficiency.

The National AP Competency Framework establishes criteria against which an individual working in Advanced Practice may be recognised and accredited by the Australian College of Physiotherapists. It is hoped that this award will be endorsed or recognised by health service providers, funders, organisations and professional bodies and will facilitate communication about standards of Advanced Practice.

# Defining Advanced Practice Physiotherapy

Advanced Practice Physiotherapy requires highly developed knowledge, skills, experience and clinical reasoning underpinned by a relevant post graduate master's level award or equivalent and additional role-specific education and training. The Advanced Practice Physiotherapist takes responsibility for assessment, diagnosis and management planning for patients who may present with complex, undifferentiated or undiagnosed conditions. They operate with a high degree of autonomy and professional responsibility in environments that may be uncertain, unpredictable and have significant clinical risk.

Advanced Practice roles most commonly occur in Emergency and Specialty public health services, often operating at secondary and tertiary care levels, undertaking work historically performed by other health or medical professionals. Advanced Practice Physiotherapists act as a clinical and professional resource at a local and profession level, providing high level diagnosis, consultation and collaboration in a range of settings. These roles are usually recognised in the individual organisations as requiring specific organisational clinical governance arrangements due to role responsibilities, increased clinical risk and the requirement for specific education and training, competence assessment and/ or credentialing.

Advanced Practice Physiotherapy roles are undertaken within regulatory scope of practice. They operate within the legal parameters of their jurisdiction and with appropriate local authorisation, with a scope that may fall within or outside the traditionally accepted scope of physiotherapy practice.

Organisations must ensure that robust governance arrangements surround all types and levels of practice prior to the establishment of new roles, and that this governance involves inclusive, participative decision making with clear lines of accountability and responsibility. Policies and processes need to be in place to support Advanced Practice roles and must include the evaluation of effectiveness, impact, ongoing sustainability and responsiveness.

## Pathway to Competence in the Workplace

The National AP Framework presents part of a flexible work-based learning and assessment approach to support physiotherapists to undertake the required clinical education and training to achieve Advanced Practice competency. This competency standard provides the benchmark against which performance in the role setting can be measured and against which training and education programs may be established.

Physiotherapists with an interest in working toward an Advanced Practice role can undertake a self-evaluation of their baseline competence according to Milestones 1- 4 as described within the APA Physiotherapy Competence Framework and then specifically against Milestones 3- 4 of the AP National Framework described herein. Description of Advanced Practice in specific settings will be provided in subsequent documents.

Pathways to formal recognition by the APA/ Australian College of Physiotherapists at Milestones 3 and 4 in Advanced Practice are under development. It is expected a Physiotherapist will have completed or demonstrated the equivalence of a postgraduate Master's degree (relevant to field of practice) and have undertaken further targeted education and professional development relevant to the specific area of Advanced Practice for Milestone 3 accreditation.



# ROLE 1: PHYSIOTHERAPY PRACTITIONER

## Definition

In this Role, the physiotherapist integrates all of the other Roles, applying knowledge, skills, and professional values in the promotion of health and provision of culturally responsive, high-quality, and safe, client-centred management.

## Description

As a practitioner who promotes health and provides high-quality, safe, client-centred management, the physiotherapist draws upon an evolving body of knowledge, their skills, and their professional values. They collect and interpret relevant information, make decisions, and carry out diagnostic, preventative and therapeutic interventions. They do so within their scope of practice and with an understanding of the limits of their expertise. Their decision-making is informed by best practice and research evidence, and takes into account the client's culture, circumstances and preferences as well as the availability of resources. Their practice is up-to-date, ethical, and resource-efficient, and is conducted in collaboration with clients, other health care professionals, and the community. The Physiotherapy Practitioner Role is central to the function of a physiotherapist and draws on the competencies included in the other roles (Communicator, Collaborator, Leader, Health Advocate, Scholar, and Professional).

## Advanced Practice

An Advanced Practice Physiotherapist works and operates within a pre-defined scope of practice within legal parameters of their jurisdiction and with appropriate authorisations, which may fall within or outside the traditionally accepted scope of physiotherapy practice, with a level of practice characterised by a high degree of autonomy and complex decision making. They draw upon a high level of clinical knowledge, skills and practice and their professional values to manage risk in unpredictable contexts, improve the client journey and outcome for clients typically with complex and undifferentiated presentations and multiple comorbidities. They independently undertake assessment, request or refer for advanced investigation and provide diagnosis, management planning, intervention and consultancy. They collaborate with clients and other stakeholders and frequently are responsible for the clinical case management in a multi-professional health team.

Role 1: Physiotherapy Practitioner		
Enabling Competence	Level 3 Highly Developed	Level 4 Expert
<b>Competence 1.1 Practise physiotherapy within their defined scope of practice</b>		
<b>1.1.1 Demonstrate a commitment to excellence, high quality care and culturally responsive management of their clients</b>	<p><b>Practise</b> within their defined scope and expertise, towards full extent of the role that may have traditionally been performed by other health practitioners with patients</p> <p><b>Demonstrate</b> clear knowledge and skill in identifying and acting appropriately where presentations are outside scope of practice, specifically</p>	<p><b>Model</b> excellence in culturally responsive high-quality client care and management</p> <p><b>Mentor</b> and model practice to assist early career advanced scope clinicians to work to full scope of practice.</p>

Role 1: Physiotherapy Practitioner		
Enabling Competence	Level 3 Highly Developed	Level 4 Expert
	<p>where urgent action is required and escalate or redirect care and /or direct or request further investigations as required</p> <p><b>Demonstrate</b> a critical understanding of the broadened level of responsibility, autonomy and limits of the advanced scope of practice role, their own competence and demonstrate responsibility and accountability for decisions, actions and omissions</p> <p><b>Recognise</b> and practice in compliance with legal, ethical, professional and organisational policies, governance and procedures of the profession and the organisation / jurisdiction</p> <p><b>Meet</b> additional threshold credentials and/or external learning and assessment processes, set by the organisation, governing body or jurisdiction, including additional requirements related to investigations, interventions and medicines</p>	<p><b>Provide</b> supervision to AP clinicians to ensure service excellence and compliance with governance frameworks</p>
<p><b>1.1.2 Apply knowledge of biological, psychological social and other sciences relevant to the area of practice</b></p>	<p><b>Apply</b> biological, psychological, social and other sciences to identify and manage a broad spectrum of complex client conditions in their area of practice</p> <p><b>Provide</b> advice on aspects of their area of practice to management and other relevant parties</p>	<p><b>Apply</b> a broad base and depth of knowledge in biological, psychological, social and other sciences to identify and <b>demonstrate</b> knowledge adaptability to manage the breadth of client presentations in their area of practice</p> <p><b>Provide</b> expert opinion to advise health service, government or other organisations or to provide expert testimony</p>
<p><b>1.1.3 Carry out professional duties in the face of multiple, competing demands</b></p>	<p><b>Adeptly carry</b> out professional duties in the face of multiple, competing demands in situations with complexity, risk, uncertainty and incomplete information and patients with undiagnosed presentations</p>	<p><b>Model</b> how to efficiently prioritise professional duties in the face of multiple, competing demands</p>

Role 1: Physiotherapy Practitioner		
Enabling Competence	Level 3 Highly Developed	Level 4 Expert
	<p><b>Maintain</b> a duty of care and client safety while balancing multiple responsibilities</p>	
<p><b>1.1.4 Recognise and respond to the complexity, uncertainty, and ambiguity inherent in clinical practice</b></p>	<p><b>Contribute</b> to the development of, advocate for and promote protocols or guidelines that consider scope of practice in the complexity, uncertainty, and ambiguity of a physiotherapy practice situation within the facility</p> <p><b>Recognise</b>, manage and provide the expert opinion required in complex clinical scenarios where client presentations are unclear and undifferentiated and evidence is uncertain, limited and / or ambiguous</p>	<p><b>Develop</b> protocols or guidelines, at organisational and/or systems level, that consider scope of practice and respond to the complexity, uncertainty, and ambiguity inherent in physiotherapy practice</p> <p><b>Model</b> management in full breadth of clinical scenarios</p>
Competence 1.2 Perform a client centred assessment		
<p><b>1.2.1 Identify and prioritise issues to be addressed in a client consultation</b></p>	<p><b>Iteratively</b> establish priorities, considering the perspective of the client (including values and preferences) as the client's situation changes and evolves</p> <p><b>Demonstrate</b> reasoning and experience in prioritising management of client goals</p> <p><b>Evaluate</b> and manage referrals / triage notes to discern and prioritise timely and appropriate management pathways of care, including redirection to other clinics/services in accordance with organisational processes, client needs and scope of the role and service</p>	<p><b>Demonstrate</b> skill in efficient identification of client goals, and effective prioritisation of issues, across progressive interactions for complex client presentations</p> <p><b>Develop</b> a process for assisting other practitioners to prioritise client issues</p> <p><b>Contribute to or develop</b> policies and procedures for the service/client priorities throughout the client encounter including referral and triage</p>
<p><b>1.2.2 Plan and perform an appropriate assessment</b></p>	<p><b>Efficiently</b> conduct an interview and physical examination for a diverse range of clients in their area of practice</p> <p><b>Conduct</b> an assessment for complex patients with undifferentiated conditions, where a second or further opinion is requested, when a high degree of diagnostic uncertainty has already been established and / or where an expert opinion is required</p>	<p><b>Model</b> skilful conduct of an interview and physical examination and reasoning for selection of appropriate advanced investigations and procedures, adapting to unanticipated findings for any client in the practice area</p> <p><b>Model</b> the planning and implementation of an</p>

Role 1: Physiotherapy Practitioner		
Enabling Competence	Level 3 Highly Developed	Level 4 Expert
	<p><b>Demonstrate</b> consideration for and the influence of known and unknown comorbidities including sinister pathologies and the ability to make advanced modifications in assessment to address these</p> <p><b>Select and apply</b> relevant tests for the purposes of diagnosis and outcome assessment based on essential test characteristics</p> <p><b>Understand</b> relevant legislation and organisational / jurisdictional policies and procedures and practice within scope when referring for or requesting investigation or procedures</p> <p><b>Demonstrate</b> advanced knowledge and clinical reasoning to identify and to refer for appropriate advanced investigations or procedures appropriate to the clinical presentation</p> <p><b>Identify</b> when involvement is required by colleagues and convey all appropriate information when requesting referral for investigation or procedures respecting professional boundaries and maintaining client advocacy</p>	<p>appropriate assessment in challenging or unusual situations in their area of practice</p> <p><b>Model</b> performance of assessment to inform an expert opinion in the area of practice</p> <p><b>Perform</b> or recommend highly skilled tests and refer for or request investigations or procedures that expand on routine practice in their area of practice, in a manner that peers identify as highly skilled</p> <p><b>Teach</b> selection of assessment techniques and application of physical tests and other investigations utilised in challenging and/or complex client situations, that require experience and developed skill for delivery</p>
<p><b>1.2.3 Analyses and interpret assessment results for the purpose of understanding the client, the clients' contexts, and problems to inform diagnosis, management, prognosis and prevention, and health promotion</b></p>	<p><b>Demonstrate</b> advanced clinical reasoning in the ability to interpret and draw from a range of diagnostic and investigative tests, procedures and assessment findings to inform differential diagnosis and management pathways, prognosis, and treatment options for the presenting problem and relevant comorbid conditions</p> <p><b>Demonstrate</b> ability to draw from and efficiently synthesize, a range of diagnostic and investigative tests and information to accurately facilitate prioritised problem list or differential diagnosis for challenging and complex clients</p>	<p><b>Demonstrate</b> precision in advanced clinical reasoning</p> <p><b>Model</b> the ability to draw from and efficiently synthesize, a range of diagnostic and investigative tests and information to accurately facilitate prioritised problem list or differential diagnosis informing management pathways, prognosis and treatment options considering the presenting and comorbid conditions for challenging and complex clients</p>

Role 1: Physiotherapy Practitioner		
Enabling Competence	Level 3 Highly Developed	Level 4 Expert
	<p><b>Apply</b> pattern recognition, where appropriate, to the process of differential diagnosis</p>	
<p><b>1.2.4 Establish health management goals in collaboration with clients, which may include slowing illness progression, achieving resolution of injuries or problems, treating symptoms, optimising function and palliation, illness and injury prevention and health promotion</b></p>	<p><b>Demonstrate</b> advanced capabilities in developing collaborative goals for complex presentations that, relate to the presenting condition and <b>address</b> the impact of the condition on the client's ability to pursue life goals and purposes and the organisational requirements of the AP role</p> <p><b>Recognise</b> risk factors for limited recovery</p>	<p><b>Model</b> how to <b>Establish</b> optimally planned goals in collaboration with the client addressing the clients' and organisational needs and expectations and considering challenging and complex requirements and resource availability</p>
Competence 1.3 Plan and implement a client- centred management plan		
<p><b>1.3.1 Establish and implement a client – centred management plan that includes plans for ongoing management, referral, and discharge</b></p>	<p><b>Implement</b> a prioritised client-centred management plan that supports ongoing care, including follow-up on investigations, response to intervention, further consultation, referral and discharge</p> <p><b>Employ</b> shared decision-making regarding management options (e.g. surgical v non-surgical management pathways) including relative risks and benefits, checking for client understanding and identify and appropriately refer for specialist medical / surgical or other health professionals' assessment and or input</p> <p><b>Provide</b> clinical consultancy and case manage multi professional care as required, based on advanced knowledge and clinical reasoning to achieve optimal outcomes</p> <p><b>Identify</b> clear indications consistent with evidence and facility guidelines for the continuation or cessation of client management</p> <p>Independently <b>discharge</b> the client from the health facility with a</p>	<p><b>Model</b> Utilising knowledge and experience to efficiently establish a client-centred management plan Expert reasoning, drawing on experience in the area of practice, in efficiently preparing discharge plans</p>

Role 1: Physiotherapy Practitioner		
Enabling Competence	Level 3 Highly Developed	Level 4 Expert
	comprehensive discharge plan / handover to ensure client care is maintained, including communication with referrers or other health professionals involved in care	
<b>1.3.2 Determine the most appropriate interventions</b>	<p><b>Integrate</b> all relevant sources of information to select optimal management pathways, interventions or procedures that are safe and client-centred, to address client priorities</p> <p><b>Consider</b> the risks and benefits of all methods</p> <p>As appropriate discuss with, request, inform or instruct other health professionals of the interventions / treatment required to achieve optimal patient outcomes and ways to deliver care including where ongoing management or treatment is outside of scope and instigate discharge planning</p> <p>As appropriate identify and implement the most appropriate method of delivery of care</p>	<p><b>Model expert clinical reasoning in the determination</b> of the most appropriate interventions for the client, efficiently using adept reasoning, breadth of knowledge and experience in the area of practice</p>
<b>1.3.3 Perform interventions in a skilful and safe manner, adapting to changing clinical circumstances</b>	<p><b>Utilise</b> experiential knowledge and skills and <b>consider</b> clinical acuity, where appropriate, and potential for exacerbation or deterioration when tailoring the sequencing and execution of interventions for the client</p> <p><b>Perform and advise other multidisciplinary health providers</b> on interventions and procedures that extend beyond routine practice in the area of practice, in a manner that peers identify as requiring specific skill</p> <p><b>Demonstrate</b> advanced skill and sensitivity to client responses and outcomes when reviewing treatment response and in any further appropriate modifications to interventions</p>	<p><b>Model the performance</b> of procedures skilfully and safely, effectively adapting to unanticipated findings or changing clinical circumstances <b>and advise other multidisciplinary health providers</b> interventions that extend beyond routine practice in the area of practice, demonstrating significant skill in delivery and modifications, in a manner that peers identify as highly skilled</p>

Role 1: Physiotherapy Practitioner		
Enabling Competence	Level 3 Highly Developed	Level 4 Expert
1.3.4 Relevant to the practice context, scope and role requirements apply the use of therapeutic medicines	<p><b>Demonstrate</b> knowledge of relevant medicines including indication(s) and appropriate use and identify when input is required from expert colleagues and act to obtain their involvement</p> <p><b>Maintain</b> proper clinical records as they relate to therapeutic medicine</p>	<p><b>Model</b> expert knowledge, skills and clinical reasoning regarding the use of therapeutic medicines</p>
1.3.5 If relevant to the practice context and scope prescribe, supply or administer medicines	<p><b>Apply</b> knowledge of, and comply with, the legal and professional responsibilities relevant to recommending, prescribing (initiating, modifying, ceasing), administering, and/or supplying medicines under the relevant legislation and jurisdictional governance requirements</p> <p><b>Apply</b> relevant knowledge of the medicine involved when recommending and informing patients of the risks and benefits of medication use</p> <p><b>Participate</b> in audits of practice regarding therapeutic medicines as required by local governance</p>	<p>As appropriate <b>contribute</b> to the development of facility and jurisdictional governance regarding medication prescription in Advanced Practice</p>
1.3.6 Monitor and escalate care	<p><b>Monitor</b> the client response and progress throughout the intervention/ management plan using appropriate assessment strategies</p> <p><b>Recognise</b> and manage uncertainty in progress and outcomes, identifying potential risk and the possible requirement for further investigation/ intervention or changes to the care pathway/ management plan</p> <p><b>Evaluate</b> the ongoing need for onward referral or escalation of care to medical specialists and or other relevant providers/services and act to obtain their involvement or escalate care according to the assessed urgency</p>	<p><b>Model</b> expert clinical reasoning in monitoring and escalation of care</p>

Role 1: Physiotherapy Practitioner		
Enabling Competence	Level 3 Highly Developed	Level 4 Expert
<b>Competence 1.4 Actively contribute, as an individual and as a member of a team providing care, to the continuous improvement of safety and quality in health care</b>		
<b>1.4.1 Adopt strategies that promote practitioner and client safety</b>	<p><b>Design</b> processes that contribute to safety improvements in their area of practice</p> <p><b>Mentor</b> others in developing situational awareness in the area of practice</p> <p><b>Engage</b> members of the team in promoting safety and quality of care by the consistent use of data collection and review</p>	<p><b>Design and initiate</b> strategies to monitor and improve client and practitioner safety and promote quality health care</p> <p><b>Utilise</b> <a href="#">health forecasting</a> skill, where appropriate, to enhance preventative strategies and minimise risk in client encounters</p>
<b>1.4.2 Work to improve safety and quality in healthcare and management by addressing human factors</b>	<p><b>Analyse</b> a given near miss or adverse event to generate recommendations to reduce risk and promote safer care</p> <p><b>Actively</b> engage and encourage all involved in healthcare, regardless of their role, to report and respond to unsafe situations</p> <p><b>Mentor</b> others to identify and respond to emerging risks</p> <p><b>Engage</b> others to develop a culture of continuous practice improvement</p> <p>Exercise professional judgement to manage risk appropriately, especially where there may be complex and unpredictable events</p>	<p><b>Implement</b> strategies that promote client safety and mitigate foreseeable risks</p> <p><b>Model</b> a blame-free culture to promote openness and increased reporting of adverse events in the workplace</p> <p><b>Apply</b> initiative in testing change in processes to reduce the impact of foreseeable risks human factors on client care and/or staff</p> <p><b>Lead</b> quality improvement methods and processes from different domains and fields</p> <p><b>Foster</b> a health care culture that enhances quality healthcare and client safety</p>



Role 1: Physiotherapy Practitioner		
Enabling Competence	Level 3 Highly Developed	Level 4 Expert
<p><b>1.4.3 Apply quality improvement processes to contribute to improving systems of health promotion and client care</b></p>	<p><b>Analyse</b> and appraise system processes in practice area in one's own organisation and <b>initiate</b> quality improvement activity</p> <p><b>Compare</b> and contrast systems thinking with traditional approaches to quality improvement</p> <p><b>Apply</b> design thinking to control hazards and manage foreseeable risks in the health or other sector processes</p> <p><b>Understand</b> and contribute to data and information systems to monitor client and service outcomes and identify opportunities for quality improvement</p>	<p><b>Implement</b> strategies that promote client safety and mitigate system failures</p> <p><b>Apply</b> initiative in testing change in processes to improve systems impacting client care and/or staff and teams at organisational/ interagency level</p> <p><b>Promote, lead and disseminate</b> quality improvement programs at organisational level</p> <p><b>Engage</b> with health professionals and relevant stakeholders to collaborate in improving systems of client care</p> <p><b>Implement</b> systems level improvements in processes for identification of and response to client safety hazards, near misses and adverse events</p>

# ROLE 2: COMMUNICATOR

## Definition

As Communicators, AP physiotherapists form therapeutic alliances with clients that facilitate the gathering and sharing of essential information for effective health care and health promotion to optimise management and outcomes.

## Description

Physiotherapists enable client-centred communication by actively listening to the client's experience of their health-related issues and goals. Physiotherapists explore the client's perspective, including their concerns, goals, beliefs about the impact of a condition, and expectations of their health care, and their specific management. The physiotherapist integrates this knowledge with an understanding of the client's context, including socio-economic status, medical and family history, stage of life, living situation, work or school setting, and other relevant psychological and social issues. Central to a client-centred approach is the practice of shared decision-making: finding common ground with the client in developing a plan to address their health goals in a manner that reflects their needs, values, preferences and lifestyle. This plan should be informed by relevant evidence and guidelines. Physiotherapists must also be able to communicate effectively with all stakeholders involved in their clients' management.

## Advance Practice

Advanced Practice Physiotherapists interact with clients using advanced communication to discuss assessment findings, diagnosis, management pathways and non-surgical treatment options.

Role 2: Communicator		
Enabling Competence	Level 3 Highly Developed	Level 4 Expert
<b>Competence 2.1 Establish professional alliances with clients and relevant others</b>		
<b>2.1.1 Communicate using a client-centred approach that encourages client trust and autonomy and is characterised by empathy, respect, and compassion</b>	<p><b>Participate</b> in improvement projects aimed at reducing barriers to health literacy</p> <p><b>Utilises</b> communication approaches that are adaptable to meet the needs of a client and relevant others with a complex situation</p>	<p><b>Demonstrate</b> leadership and work with their organisation, consumers and/or State and/or National systems, to make sure that the information and services they provide are easy to understand, use and act on with best practice</p> <p><b>Model</b> effective communication including information gathering relevant to the needs of the role</p>
<b>2.1.2 Optimise the physical environment for</b>	<b>Optimise</b> the physical environment for client comfort,	

Role 2: Communicator		
Enabling Competence	Level 3 Highly Developed	Level 4 Expert
client comfort, dignity, privacy, engagement and safety	privacy, engagement, and risk management in both individual and group interactions	
<b>2.1.3 Recognise when the values, culture, biases, or perspectives of clients, physiotherapists, or relevant others may have an impact on the quality of management, and modify the approach to the client accordingly</b>	<b>Demonstrate</b> recognition of situations in which client and physiotherapist values, culture, biases, or preferences may threaten the quality of care and management, and effective modification of the approach to client management	<b>Demonstrate</b> exemplary practice in adapting management to respect the values and culture of clients to optimise outcomes
<b>2.1.4 Respond to client's non-verbal behaviour to enhance communication</b>	<b>Demonstrate</b> effective use of non-verbal communication skills in difficult situations	<b>Demonstrate</b> expertise in recognising and responding to non-verbal cues delivering optimal communication
<b>2.1.5 Manage disagreements and emotionally charged conversations</b>	<b>Recognise</b> when strong emotions (such as, anger, fear, anxiety, or sadness) are affecting an interaction and respond appropriately  <b>Counsel</b> others impacted by disagreements and emotionally charged conversations	<b>Demonstrate</b> expertise in management of challenging disagreements and emotionally charged conversations  <b>Coach</b> others how to manage disagreements and emotionally charged conversations
<b>2.1.6 Adapt to the unique needs, preferences and circumstances of each client and to his or her management and requirements</b>	<b>Adapt</b> to the unique needs and preferences of each client presentation and circumstances	<b>Demonstrate</b> awareness and take appropriate action, anticipating client needs and preferences in difficult and complex client consultations
<b>Competence 2.2 Elicit and synthesise accurate and relevant information, incorporating the perspectives of clients and, where appropriate, relevant others</b>		
<b>2.2.1 Use client-centred interviewing skills to effectively gather relevant biomedical and psychosocial information</b>	<b>Integrate</b> , summarise, and be able to accurately and concisely present the biopsychosocial information obtained from a client-centred interview within and outside the profession	<b>Demonstrate</b> ability to be adept in effectively gathering and presenting relevant biomedical and psychosocial information across the breadth of clients in their area of practice

Role 2: Communicator		
Enabling Competence	Level 3 Highly Developed	Level 4 Expert
	<b>Teach</b> learners variations in approaches to the client-centred interview in their area of practice	<b>Model</b> for learners' various approaches to the client-centred interview in their area of practice
<b>2.2.2 Provide a clear sequence for and manage the flow of the entire client encounter</b>	<b>Manage</b> the flow of challenging and complex client interactions, including those with angry, distressed, or excessively talkative individuals or where the clinical setting presents time-related pressures	<b>Model</b> efficient structuring and effective management of flow, for the entire client interaction
<b>2.2.3 Obtain and document informed consent, explaining the risks and benefits of, and the rationale for, a proposed test or intervention</b>	<p><b>Use</b> shared decision making in the consent process, taking into account risk and uncertainty, and utilise practitioner experience to inform the considerations</p> <p><b>Manages</b> complex ethical consent processes, where the client is unable to provide informed consent or the context is otherwise complex</p> <p><b>Identifies</b> and appropriately communicates the role of Advanced Practice and the underlying systems of clinical governance</p>	<b>Model</b> the ability to manage complex ethical consent processes
<b>2.2.4 Seek and synthesise relevant information from other sources, including the client's family, with the client's consent</b>	<b>Seek out</b> and <b>synthesise</b> relevant information accurately and efficiently from multiple appropriate and available sources, including the referral, medical notes, client and relevant others with client consent	<b>Model</b> effective strategies in sourcing information relevant to the client encounter
<b>Competence 2.3 Share health care information and plans with clients and, where appropriate, relevant others</b>		

Role 2: Communicator		
Enabling Competence	Level 3 Highly Developed	Level 4 Expert
<p><b>2.3.1 Share health care information and plans with clients and, where appropriate, relevant others, checking for client understanding</b></p>	<p><b>Utilise</b> advanced communication skill to provide an expert level opinion integrating complex healthcare information individualised to the patient's presentation, cultural and social circumstances, preferences and needs</p>	<p><b>Model</b> clear communication with clients and relevant others in challenging encounters with complex ethical issues</p>
<p><b>2.3.2 Disclose adverse events to clients and, where appropriate, relevant others accurately and appropriately</b></p>	<p><b>Contribute to</b> peer review and practice assessments related to adverse events</p> <p><b>Comply</b> with systems of risk reporting and contribute to the peer review of adverse events</p>	<p><b>Lead</b> systems for risk reporting and peer review of adverse events and near misses</p> <p><b>Contribute</b> to the improvement of the system of disclosure of adverse events and lead change in risk minimisation to the development of a safe and just culture</p> <p><b>Lead and provide</b> support to clients and staff through the open disclosure process</p>
<p><b>Competence 2.4 Engage clients and, when appropriate, relevant others in developing and delivering plans that reflect the client's health care needs and goals</b></p>		
<p><b>2.4.1 Use communication skills and strategies that are respectful, non-judgmental, and culturally safe to facilitate discussions with clients and relevant others</b></p>	<p><b>Use</b> efficient and skillful communication and strategies to facilitate discussions with clients in a way that is responsive, respectful, non-judgmental, and culturally safe</p> <p><b>Demonstrate</b> depth in strategies, effectively responding to diversity in client backgrounds, to enable client understanding and informed decision making</p>	<p><b>Model</b> cultural safety in all aspects of their communication</p> <p><b>Provide</b> leadership in establishing and implementing culturally safe communication in their practice/organisation</p>
<p><b>2.4.2 Assist clients and relevant others to identify, access, and make use of information and communication technologies to support their care and manage their health</b></p>	<p><b>Contribute</b> to innovation in information and communication technology to improve client access to information</p>	<p><b>Lead</b> the development of information and communication technologies to enhance management in their area of practice</p>

Role 2: Communicator		
Enabling Competence	Level 3 Highly Developed	Level 4 Expert
	<p><b>Teach</b> others to utilise communication technology enabling access to physiotherapy management</p>	
<p><b>2.4.3 Communicate effectively with client to optimise management</b></p>	<p><b>Demonstrate</b> a range of advanced communication styles to facilitate client or group understanding and execution of management strategies in the area of practice and to facilitate confidence and engagement in the management plan</p> <p><b>Demonstrate</b> advanced communication regarding the relevance, limitations, risks and incidental findings or outcomes of actual or potential investigations, procedures or management</p>	<p><b>Tailor</b> communication effectively to an individual client or group, demonstrating optimal client engagement in management</p>
<p><b>Competence 2.5 Document and share written and electronic information about the physiotherapy encounter to optimise decision-making, client safety, confidentiality, and privacy</b></p>		
<p><b>2.5.1 Document client interactions in an accurate, complete, timely, and accessible manner, in compliance with regulatory and legal requirements</b></p>	<p><b>Mentor</b> others in accurate and complete documentation that complies with regulatory and legal requirements</p> <p><b>Prepare</b> documentation for expert opinion reports</p> <p><b>Conduct</b> peer review and practice assessment regarding record keeping practices</p>	<p><b>Model</b> preparation of documentation for complex reports and/or expert opinion reports</p> <p><b>Model</b> communication for safe and effective transfer of management specifically in complex situations</p>
<p><b>2.5.2 Communicate effectively using a written health record, electronic health record, or other digital technology</b></p>	<p><b>Adapt</b> use of written health record to the client's health literacy and the clinical context</p> <p><b>Build</b> reminders and clinical practice guidelines into the health record to enhance care</p>	<p><b>Coach</b> others in effective communication using a written health record, electronic medical record, or other digital technology</p>
<p><b>2.5.3 Share information with clients and, where appropriate, with</b></p>	<p><b>Adapt</b> written and electronic communication to the specificity of the area of</p>	<p><b>Demonstrate</b> deftness and judgement in sharing of information with clients and</p>

Role 2: Communicator		
Enabling Competence	Level 3 Highly Developed	Level 4 Expert
<p><b>authorised others in a manner that respects client privacy and confidentiality and enhances understanding</b></p>	<p>practice and to the expectations of clients</p> <p>Ensure the client or their carer has information to help them identify the need to seek further medical help if their condition fails to improve, changes, or if they have concerns about their health</p> <p><b>Demonstrate</b> advanced capabilities in summarising and accurately sharing client information and appointment outcomes with others including referring practitioners</p>	<p>authorised others, that enhances understanding in complex or difficult situations</p> <p><b>Demonstrate</b> exemplary respect for client privacy and confidentiality</p>

# ROLE 3: COLLABORATOR

## Definition

As Collaborators, AP physiotherapists work effectively with health care and other professionals to provide safe, high-quality, client-centred management.

## Description

Physiotherapists engage in collaborative practice that is essential for safe, high-quality, client-centred management, and involves clients and their families, carers, physiotherapists and other colleagues in the health care professions, community partners, health system stakeholders, agencies and other organisations.

Physiotherapists promote, through collaboration, relationships based in trust, respect, and shared decision-making among a variety of individuals with complementary skills in multiple settings across the continuum of care. It involves sharing knowledge, perspectives and responsibilities, and a willingness to learn together. This requires understanding the roles of others, pursuing common goals and outcomes, and managing differences, including resolution of conflict.

Collaboration skills are broadly applicable to activities beyond clinical care, such as work safety, environmental safety, administration, education, advocacy, and scholarship.

## Advanced Practice

Advanced Practice Physiotherapists are frequently members of multidisciplinary health teams providing high level communication with numerous health colleagues. They provide stakeholders clear and advanced opinion on client assessment outcomes and management and recognise and escalate issues outside of scope appropriately.

Role 3: Collaborator		
Enabling Competence	Level 3 Highly Developed	Level 4 Expert
<b>Competence 3.1 Work effectively with colleagues in the health care and other professions to provide safe, high-quality, client-centred management</b>		
<b>3.1.1 Establish and maintain positive relationships with colleagues in the health care and other professions to support collaborative care</b>	<p><b>Anticipate</b>, identify, and respond to client management issues related to the function of a team</p> <p><b>Facilitate</b> strategies to promote collaborative practice in their area of practice</p> <p><b>Demonstrate</b> knowledge of expertise of other professionals across the diversity of the area of</p>	<p><b>Lead</b> and <b>Analyse</b> effective relationships with key stakeholders and other healthcare professionals to optimise the performance of the team and service</p> <p><b>Demonstrate</b> exemplary inter-professional collaboration for better health outcomes</p>



Role 3: Collaborator		
Enabling Competence	Level 3 Highly Developed	Level 4 Expert
	<p>practice, to facilitate optimal collaborations</p> <p><b>Develop</b> mutual trust, confidence and respectful relationships with referrers, medical, and other healthcare staff in the services/ teams associated with the role</p> <p>Pro-actively <b>initiate</b> and develop effective relationships, fostering clarity of roles and engage in respectful shared decision-making with colleagues to encourage productive working and client outcomes</p>	
<p><b>3.1.2 Negotiate overlapping and shared responsibilities with colleagues in health care and other professions in episodic and ongoing care.</b></p>	<p><b>Negotiate</b> disagreements regarding shared responsibilities with medical and other colleagues involved in client management</p> <p><b>Demonstrate</b> advanced understanding of the multi-professional roles in health care and negotiate and manage changing responsibilities to ensure that the defined duty of care is honoured within the context of multidisciplinary care</p> <p><b>Recognise</b> and respect facility or organisational barriers to scope of practice despite tasks that fall within scope for Physiotherapy</p>	<p><b>Lead</b> discussions with colleagues regarding the role of and advocate for Advanced Practice Physiotherapy roles and scope of practice in their practice area in episodic and ongoing management</p> <p><b>Demonstrate</b> effective change management skills in implementation of, establishment maintenance and expansion of advanced scope of practice roles</p> <p><b>Lead</b> team members in the distribution and performance of clinical and non-clinical roles and responsibilities</p>
<p><b>3.1.3 Engage in respectful shared decision-making with colleagues involved in client management</b></p>	<p><b>Use</b> referral and consultation as opportunities to improve quality of care and client safety by sharing expertise</p> <p><b>Act</b> on professional judgement, respecting shared and overlapping professional boundaries to engage with</p>	<p><b>Model</b> respectful shared decision-making with clients and relevant others and with other professional colleagues</p>

Role 3: Collaborator		
Enabling Competence	Level 3 Highly Developed	Level 4 Expert
	other professions to discuss opportunities to develop collaborative client management and achieve required outcomes	
<b>Competence 3.2 Work with physiotherapists and other colleagues in health care and other professions to prevent misunderstandings, manage differences, and resolve conflicts</b>		
<b>3.2.1 Demonstrate respect toward collaborators</b>	<p><b>Delegate</b> tasks and responsibilities in an appropriate and respectful manner</p> <p><b>Maintain</b> positive relationships in all professional contexts</p>	<b>Lead</b> the active development of positive collaborative working relationships
<b>3.2.2 Implement strategies to promote understanding, manage differences and resolve conflicts in a manner that supports a collaborative culture</b>	<p><b>Mentor</b> others in effective collaboration strategies</p> <p><b>Gather</b> the information and resources needed to resolve conflicts among collaborators</p> <p><b>Analyse</b> problems with team dynamics</p> <p><b>Gain</b> consensus among colleagues in resolving conflicts</p> <p><b>Identify</b> potential issues that may emerge with the developing and changing roles of Advanced Practice and the multi-professional health team and consider solutions to pre-emptively manage potential conflict</p>	<p><b>Develop and implement</b> effective strategies to resolve conflicts in a manner that supports a collaborative culture</p> <p>Effectively <b>facilitate</b> conflict resolution</p>
<b>Competence 3.3 Effectively and safely delegate or transfer management to another professional</b>		
<b>3.3.1 Determine when management should be transferred to another physiotherapist, healthcare or other</b>	<b>Manage</b> the effective transfer of complex clients to the appropriate health care or other professional(s) including the ready identification of	<b>Demonstrate</b> expertise in case management, and in optimal referral(s)

Role 3: Collaborator		
Enabling Competence	Level 3 Highly Developed	Level 4 Expert
<p><b>professional or allied health assistant</b></p>	<p>patients presenting outside of clinical scope including active advocacy when required specifically where urgent care is indicated</p> <p><b>Demonstrate</b> advanced case management of patients with complex presentations requiring multidisciplinary care</p>	<p><b>Provide</b> leadership in the development of policies, procedures and guidelines to guide clinical management specifically for the at-risk client, in collaboration with other relevant stakeholders</p>
<p><b>3.3.2 Demonstrate safe transfer of management, using both verbal and written communication, during a client transition to a different professional, setting, or stage of management</b></p>	<p><b>Mentor</b> others in the safe handover of management, both verbal and written, during a client transition to a different health care professional, setting, or stage of care</p> <p><b>Analyse</b> gaps in communication between health care professionals during transitions in care</p> <p>Understand, demonstrate and actively <b>coach</b> others in the use of concise, systematic communication at the appropriate level in communication with a range of colleagues to promote collaborative practice and to identify assessment outcomes and risk</p>	<p><b>Model</b> effective handover, teaching learners structured communication techniques to facilitate safe and effective delegation or transfer of management</p> <p><b>Analyse</b> and address gaps in communication between health care professionals during transitions in care, optimising client management</p>

# ROLE 4: LEADER

## Definition

As Leaders AP physiotherapists engage with others to contribute to a vision of quality services in the health and other sectors and take responsibility for the delivery of excellent client care through their activities as practitioners, administrators, scholars, or teachers.

## Description

The Leader Role describes the engagement of all physiotherapists in shared decision-making for the operation and ongoing evolution of systems in the health and other sectors. Physiotherapists demonstrate collaborative leadership and management within the health and other sectors.

At a system level, physiotherapists contribute to the development and delivery of continuously improving health promotion, health care and preventative services, and engage with others in working toward this goal. They function as individual care providers, as members of teams, and as participants and leaders in the health and other sectors.

## Advanced Practice

Advanced Practice Physiotherapists provide the clinical leadership in the non-surgical and non-medical management of clients and in the provision of optimal health care to the client at the individual and lead innovation in pathways of care at the service level.

Role 4: Leader		
Enabling Competence	Level 3 Highly Developed	Level 4 Expert
<b>Competence 4.1 Contribute to the improvement of health promotion and health care delivery in teams, organisations, and systems</b>		
<b>4.1.1 Use health informatics and technology to improve health promotion and the safety and quality of care</b>	<b>Map</b> information and process flow in the care of clients in their team or organisation and suggest process changes for quality improvement and client safety	<b>Use <a href="#">health informatics</a></b> to improve the systems of quality of client care, and optimise cost-effectiveness  <b>Compare</b> service delivery data to accepted targets and goals and plan improvement

Role 4: Leader		
Enabling Competence	Level 3 Highly Developed	Level 4 Expert
<b>Competence 4.2 Engage in the responsible utilisation and management of available resources</b>		
<b>4.2.1 Allocate and utilise health care and other resources for optimal client service delivery</b>	<p><b>Describe</b> models for resource stewardship in health care used at the institutional level</p> <p><b>Consider</b> costs when choosing tests and care options</p> <p><b>Provide</b> advice on evaluating service care strategies in order to minimise waste</p> <p><b>Seek</b> information on current and emerging innovation/ technology to improve service delivery</p> <p><b>Integrate</b> advanced clinical reasoning and evidenced based practice to deliver best health outcomes for the client and health services in the context of finite healthcare resources</p>	<p><b>Allocate</b> health care resources for optimal client care</p> <p><b>Provide</b> expert opinion to optimise practice patterns for cost- effectiveness and cost control</p> <p><b>Contribute</b> to policies and processes to facilitate escalation of care to optimise client and physiotherapist safety</p>
	<p><b>4.2.2 Apply evidence and management processes to achieve cost-appropriate service delivery</b></p>	<p><b>Determine</b> cost discrepancies between best practice and their current practice</p> <p><b>Optimise</b> practice patterns for cost-effectiveness and cost control</p>
<b>Competence 4.3 Demonstrate leadership in professional practice</b>		
<b>4.3.1 Demonstrate leadership skills to enhance quality practice</b>	<p><b>Lead</b> healthcare change and redesign initiatives in projects in their area of practice</p> <p><b>Create</b> opportunities for others to develop leadership skills</p>	<p><b>Lead a team</b> to enhance team culture, healthcare and/or complex organisation/ system/ practice level change</p> <p><b>Mentor</b> others to develop leadership skills</p>

Role 4: Leader		
Enabling Competence	Level 3 Highly Developed	Level 4 Expert
	<p><b>Contribute</b> to a supportive team culture that shares goals and accountability working toward delivery of high-quality healthcare</p>	<p><b>Reflect</b> on the impact of their own leadership style on their professional performance and the performance of others</p> <p><b>Demonstrate</b> a wide sphere of influence within and outside an organisation in matters relevant to AP physiotherapy</p> <p><b>Demonstrate</b> leadership, resilience and determination in novel and complex situations</p>
<p><b>4.3.2 Facilitate change in service delivery to improve services and outcomes</b></p>	<p><b>Describe</b> key health policy and organisational issues in their area of practice or setting of care</p> <p><b>Develop</b> strategies with clear objectives collaboratively with clients, managers and other stakeholders to improve client experiences and outcomes</p> <p><b>Support</b> others in managing change of behaviour or practice to improve services</p> <p><b>Contribute</b> to developing strategies to expand Advanced Practice roles and responsibilities to achieve the full extent of the service's potential</p>	<p><b>Share</b> a clear vision and <b>lead</b> change at organisational/practice level to enhance services and outcomes</p> <p><b>Use</b> data to inform planning and implement a change strategy to improve services and outcomes in their area of practice</p> <p><b>Disseminate</b> processes and outcome changes as part of continuous improvement</p> <p><b>Provide</b> strong and effective leadership within organisational teams and across professional boundaries at a local, jurisdictional and national level</p> <p><b>Lead</b> innovative quality improvement initiatives, focusing on cost effectiveness, improvement in population health, patient experience and team wellbeing</p>

Role 4: Leader		
Enabling Competence	Level 3 Highly Developed	Level 4 Expert
		<p><b>Contribute</b> to and or lead the development of facility guidelines for client management pathways including discharge criteria</p> <p><b>Advocate</b> and consult on scope of practice within the facility/organisation and profession to refine, develop and extend roles to optimise client care and outcomes and develop strategies to integrate these into scope of practice</p>

# ROLE 5: HEALTH ADVOCATE

## Definition

As Health Advocates, physiotherapists contribute their expertise and influence as they work with groups, communities, client populations, government and other agencies and organisations to improve the health of individuals and groups of people. They work with those they serve to determine and understand needs, speak on behalf of others when required, and support the mobilisation of resources to effect change.

## Description

Physiotherapists contribute to efforts to improve the health and well-being of their clients, their communities, and the broader populations they serve.

Improving health is not limited to mitigating illness or trauma, but also involves illness and injury prevention and health promotion. Improving health also includes promoting health equity, whereby individuals and populations reach their full health potential without being disadvantaged by, for example, race, ethnicity, religion, gender, sexual orientation, age, disability, social class, economic status, or level of education.

Physiotherapists leverage their position to support clients in navigating the health care system and to advocate with and for them to access appropriate resources in a timely manner. Physiotherapists seek to improve the quality and outcomes of health promotion and health care by addressing the health needs of the clients, communities, or populations they serve. Physiotherapists promote healthy communities and populations by influencing the system (or by supporting others who influence the system), both within and outside of their work environments.

Physiotherapist advocacy occurs within complex systems and thus requires the development of partnerships with clients, support networks, relevant others or community agencies and organisations to influence health determinants. Advocacy often requires engaging with other health care professionals, community agencies, administrators, and policymakers.

## Advanced Practice

Advanced Practice Physiotherapists provide health advocacy to optimise healthcare pathways and systems to optimise health outcomes of individual clients and services and to realise the potential impact of Advanced Practice roles.

Role 5: Advocate		
Enabling Competence	Level 3 Highly Developed	Level 4 Expert
<b>Competence 5.1 Respond to the individual client's health needs by advocating with the client within and beyond the practice setting</b>		
<b>5.1.1 Work with clients to identify and address the determinants of health that affect them, and their access to necessary</b>	<b>Demonstrate</b> an adept approach to working with clients to advocate for beneficial services or resources	<b>Lead</b> others in how to work effectively and efficiently with complex clients to address the determinants of health that affect them and their



Role 5: Advocate		
Enabling Competence	Level 3 Highly Developed	Level 4 Expert
health services or resources	Actively <b>seek</b> feedback and involvement from individuals, families, carers, communities and colleagues in the co-production of service improvements	timely access to needed health services or resources  <b>Engage</b> in advocacy to administrative or governing bodies on behalf of clients in their area of practice
5.1.2 Work with clients and relevant others to increase opportunities to adopt healthy behaviours	<b>Work</b> with clients with challenging and complex needs to increase opportunities to adopt healthy behaviours  <b>Contribute</b> to the development and implementation of strategies to influence organisations to support client adoption of healthy behaviours and optimise health service delivery	<b>Model</b> working with clients with challenging and complex needs to increase opportunities to adopt healthy behaviours  <b>Prepare</b> and <b>lead</b> strategies to influence organisations to support client adoption of healthy behaviours and drive the improvement of health service delivery
5.1.3 Incorporate illness and injury prevention, health promotion, and health surveillance activities into practice	<b>Demonstrate</b> effective application of a range of strategies for illness and injury prevention, health and wellness promotion and health surveillance activities in management of clients in their area of practice	<b>Lead and demonstrate</b> initiative in illness and injury prevention, health and wellness promotion, and health surveillance activities in the management of clients in the area of practice
<b>Competence 5.2 Respond to the needs of the groups, communities or populations they serve by advocating with them for organisational or system-level change to achieve improved health outcomes</b>		
5.2.1 Work with a group, community or population to identify and address the social, economic and environmental factors that influence health status	<b>Analyse</b> current policy or policy developments that affect the communities or populations they serve  <b>Work</b> collaboratively with groups, communities or populations to identify and address, at an organisational level, the social, economic and environmental factors that affect them	<b>Advocate</b> for and facilitate system and/or policy changes to impact determinants of health through appropriate service design within and beyond the organisational level
5.2.2 Improve practice by applying a process of continuous quality improvement to illness and injury prevention, health	<b>Identify</b> clients or populations that are not being served optimally in their practice and seek out methods for improvements	<b>Lead</b> change in practice to achieve process of continuous quality improvement in illness and injury prevention, health promotion, and health

Role 5: Advocate		
Enabling Competence	Level 3 Highly Developed	Level 4 Expert
promotion, and health surveillance activities	<b>Report</b> clusters of unusual cases seen in practice to the appropriate authority or team leader, balancing client confidentiality with the duty to protect public health, and improve clinical services	surveillance activities in their area of practice
<b>5.2.3 Contribute to improvement of health in the community or population the practitioner serves</b>	<b>Distinguish</b> between competing health interests of the individuals, communities, populations and organisation they serve	<b>Actively participate</b> in organisational processes to improve health in the communities or populations they serve  <b>Contribute</b> to organisational or governmental processes to improve health in the communities or populations they serve

# ROLE 6: SCHOLAR

## Definition

As Scholars, physiotherapists demonstrate a commitment to maintaining and enhancing their professional competence. This is achieved by engaging in critical reflection, continuous learning, teaching others and contributing to scholarship throughout their career.

## Description

Physiotherapists develop scholarly abilities to enhance and advance health and health care. Physiotherapists enhance safety and quality by continually evaluating the processes and outcomes of their daily work, sharing and comparing their work with that of others, and actively seeking feedback. They strive to meet the needs of individual clients and their families and of the health care and other sectors by continuous professional development.

Physiotherapists strive to master their domains of expertise and to share their knowledge. They implement a planned approach to lifelong learning. They recognise the need to continually learn and to model the practice of lifelong learning for others. Through their engagement in evidence-informed and shared decision-making, they recognise uncertainty in practice and formulate questions to address knowledge gaps. Physiotherapists are able to identify relevant evidence, critically evaluate it and apply it in their practice and scholarly activities. They utilise the best available research evidence to arrive at decisions, while taking client values and preferences into account.

As teachers, physiotherapists facilitate, individually and through teams, the education of students, colleagues, co-workers, clients, the public and others. Finally, physiotherapists' scholarly abilities allow them to contribute to the application, dissemination, translation, and creation of knowledge and practices applicable to the health and other sectors.

Role 6: Scholar		
Enabling Competence	Level 3 Highly Developed	Level 4 Expert
<b>Competence 6.1 Engage in ongoing learning to enhance their professional activities.</b>		
<b>6.1.1 Develop, implement, monitor, and revise a personal learning plan to enhance professional practice</b>	<p><b>Maintain</b> a plan to enhance competence across all roles for own and others ongoing professional practice</p> <p>Actively <b>engage</b> in assessment of own performance and identification of learning needs and engage in peer review, formulating and implementing strategies to act on learning to improve practice</p>	<p><b>Model</b> and lead the development and implementation of a learning and assessment plan to achieve and monitor competence across all roles for ongoing professional practice, including mentoring of others</p> <p><b>Critically assess</b> performance of others using various sources of</p>

Role 6: Scholar		
Enabling Competence	Level 3 Highly Developed	Level 4 Expert
		information to address learning needs, negotiate personal development plans that facilitate ongoing learning required across the seven roles of advanced clinical practice
<b>6.1.2 Identify opportunities for learning and improvement by regularly reflecting on and assessing their performance using various internal and external sources of information</b>	<b>Seek</b> and interpret multiple sources of performance data and feedback, with guidance, to continuously improve performance	<b>Access and synthesise</b> multiple sources of performance data applicable to a scope of practice, and utilise to design improvement strategies in their practice and of the service they lead
<b>6.1.3 Engage in collaborative learning to continuously improve personal practice and contribute to collective improvements in practice</b>	<b>Identify</b> the learning needs of a health care team  <b>Lead</b> collaborative learning to continuously improve personal practice and contribute to collective improvements in practice  <b>Participate</b> in multidisciplinary service and team evaluation	<b>Lead</b> the evaluation of the team or service performance  <b>Lead and mentor</b> collaborative learning to continuously improve practice of self and others within and outside the profession, and to contribute to collective improvements in practice and service provision
<b>Competence 6.2 Facilitate the learning of students, clients, the public, and other health care professionals</b>		
<b>6.2.1 Recognise the influence of role-modelling and the impact of the formal, informal, and hidden curriculum on learners</b>	<b>Use</b> strategies for deliberate, positive role-modelling	<b>Apply</b> strategies to mitigate the tensions between formal, informal, and hidden curricula  <b>Mentor</b> others in the development of role-modelling
<b>6.2.2 Promote a safe learning environment</b>	<b>Ensure</b> a safe learning environment for all members of the team.  <b>Advocate</b> for and contribute to a culture of organisational learning to inspire future and existing staff	<b>Lead</b> change to promote a safe learning environment  <b>Facilitate</b> a safe and positive learning organisation culture

Role 6: Scholar		
Enabling Competence	Level 3 Highly Developed	Level 4 Expert
6.2.3 Ensure client safety is maintained when learners are involved	<p><b>Balance</b> supervision and graduated responsibility, ensuring the safety of clients, learners and self</p> <p>Pre-empt potential unsafe situations and appropriately <b>coach</b> learners of safe practice</p>	<p><b>Model</b> supervision and graduated responsibility, in an adept manner, ensuring the safety of clients and learners</p>
6.2.4 Plan and deliver education activities	<p><b>Choose</b> appropriate content, teaching format, and strategies tailored to a specific educational context</p> <p><b>Teach</b> the public and other health care or industry stakeholders</p> <p><b>Teach</b> aspects within their practice scope to other clinicians</p> <p><b>Contribute</b> to the design, development, delivery and assessment of formal and informal learnings within and outside their profession</p> <p><b>Contribute</b> to development and review of education resources for Advanced Practice Physiotherapists</p>	<p><b>Use</b> relevant learning theories to enhance the learning of others</p> <p><b>Teach</b> at national and/or international levels relevant to their area of practice</p> <p><b>Lead</b> the design, development, delivery of appropriate learning /education for their team</p> <p>Conduct formal <b>mentorship</b> and summative and formative assessment of physiotherapists undertaking credentialing within Advanced Practice</p>
6.2.5 Provide contextually appropriate feedback to enhance learning and performance	<p><b>Model</b> regular self-assessment and feedback-seeking behaviour</p>	<p><b>Facilitate</b> learners and teachers to manage the emotional impact of giving and receiving feedback</p> <p><b>Work</b> with those who give and receive feedback to develop plans for improvement</p> <p><b>Facilitate</b> appropriate processes and procedures to optimise feedback</p>
6.2.6 Implement continuous improvement of education based on evaluation	<p><b>Evaluate</b> education programs regularly, and improve and update when indicated</p>	<p><b>Apply</b> systematic approaches to assessment of learners or evaluation of programs</p>

Role 6: Scholar		
Enabling Competence	Level 3 Highly Developed	Level 4 Expert
		<p><b>Lead</b> evaluation of education programs, and improve and update when indicated</p> <p><b>Liaise</b> with internal stakeholders and external organisations to integrate and optimise education delivery relevant to Advanced Practice roles</p>
Competence 6.3 Integrate best available evidence into practice		
<b>6.3.1 Recognise practice uncertainty and knowledge gaps and generate focused questions that address them</b>	<p><b>Design and Implement</b> processes in the workplace for recording and prioritising questions of importance to the area of practice</p>	<p><b>Coach</b> other health professionals to formulate and implement processes to address knowledge gaps</p>
<b>6.3.2 Identify and select relevant pre-appraised resources and original research</b>	<p><b>Coach</b> others to find and select sources of evidence for a given practice-related question</p> <p>Source quality and relevant education and disseminate to colleagues</p>	<p><b>Lead</b> the identification and promulgation of current sources of pre-appraised and original research in their area of practice</p>
<b>6.3.3 Critically evaluate the integrity, reliability, and applicability of health - related research and literature</b>	<p><b>Interpret</b> study findings in the context of uncertainty, including a discussion and critique of their relevance to professional practice</p> <p><b>Critically</b> evaluate the integrity, reliability, and applicability of health-related research and literature</p> <p><b>Coach</b> other health professionals to use critical appraisal frameworks to evaluate common study designs</p>	<p><b>Participate</b> in the development of an evidence synthesis</p>
<b>6.3.4 Integrate evidence into decision-making in their practice</b>	<p><b>Demonstrate</b> the use of an integrated model of decision-making that combines best evidence, available resources, and professional expertise in the context of clients' specific situation,</p>	<p><b>Coach and facilitate team and</b> other health professionals to integrate evidence effectively into decision-making in their practice</p>

Role 6: Scholar		
Enabling Competence	Level 3 Highly Developed	Level 4 Expert
	experience, expectations, values and preferences	Use <a href="#">implementation science</a> to facilitate evidence informed practice change
Competence 6.4 Contribute to the dissemination and/or creation of knowledge and practices applicable to health		
<b>6.4.1 Demonstrate an understanding of the scientific principles of research and scholarly inquiry and the role of research evidence in health care</b>	<b>Apply</b> the principles of research and scholarly inquiry to contribute to a scholarly investigation or the dissemination of research findings in their area of practice	<b>Engage</b> in scholarly inquiry or research  <b>Provide</b> leadership to direct the clinical question and relevance to role
<b>6.4.2 Identify ethical principles for research and incorporate them into obtaining informed consent, considering potential harms and benefits, and considering vulnerable populations</b>	<b>Apply</b> ethical principles relevant to research and scholarly enquiry	<b>Teach</b> others the application of ethical principles in research
<b>6.4.3 Contribute to the work of research and quality improvement programs as applicable to the role</b>	<b>Participate in</b> the work of a research program  Actively encourage and support others to engage in research activity / service evaluation / audit  Critically <b>engage</b> in research and quality improvement activities, so that evidence- based strategies are developed and applied to enhance quality, safety, productivity and cost-effectiveness	<b>Support and facilitate</b> positive research culture  <b>Actively</b> participate in research, balancing the roles and responsibilities of a researcher with the clinical roles and responsibilities of a physiotherapist
<b>6.4.4 Where appropriate to the role, pose questions amenable to scholarly inquiry and select appropriate methods to address them</b>	<b>Pose</b> relevant and appropriately constructed questions amenable to scholarly investigation, considering consumer involvement  <b>Select</b> appropriate methods of addressing a given scholarly question in their area of practice  <b>Identify</b> gaps in service delivery and best value health care and develop an appropriate strategy to	Coach others to pose relevant, appropriately constructed questions that are amenable to scholarly investigation  Engage in the application and implementation of appropriate methods in a scholarly investigation

Role 6: Scholar		
Enabling Competence	Level 3 Highly Developed	Level 4 Expert
	analyse and address these through clinical audits, clinical research, service evaluation or audit and quality improvement activities	Develop resources and capacity to support evidence informed decision making
<b>6.4.5 Where appropriate to the role, summarise and communicate to professional and lay audiences, including clients, the findings of relevant research and scholarly inquiry</b>	<p><b>Take</b> responsibility for summarising and communicating study findings to stakeholders, which may include a range of different dissemination strategies or mediums</p> <p><b>Prepare</b> or contribute to the preparation of a manuscript suitable for publication in a peer-reviewed journal</p>	<p>Present scholarly work at seminars and conferences</p> <p>Inform and promote communication to organisations and health providers regarding research findings</p> <p>Engage stakeholders in collaboration to enhance knowledge translation of research outcomes impacting professional practice</p>



# ROLE 7: PROFESSIONAL

## Definition

As professionals, physiotherapists are committed to safety and quality in health care through ethical practice, high standards of personal behaviour, accountability and management of their physical and mental health.

## Description

The professional role reflects the legal obligations and social expectations of physiotherapists, which include practice competence, commitment to ongoing professional development, promotion of the public good and adherence to ethical standards. The values expected of physiotherapists are integrity, honesty, altruism, humility, transparency and respect for culture and diversity. To provide optimal client care, physiotherapists must take responsibility for their own health and well-being and that of their colleagues.

## Advanced Practice

Advanced Practice Physiotherapists demonstrate high levels of professional behaviours in complex environments with increased level of responsibility and within the health team.

Role 7: Professional		
Enabling Competence	Level 3 Highly Developed	Level 4 Expert
<b>Competence 7.1 Demonstrate a commitment to clients by applying best practices and adhering to high ethical standards</b>		
<b>7.1.1 Exhibit professional behaviour in all aspects of practice, demonstrating honesty, integrity, humility, commitment, compassion, respect, altruism, respect for diversity, and maintenance of confidentiality</b>	<p><b>Intervene</b> when behaviours toward colleagues and learners undermine a respectful environment</p> <p><b>Mentor</b> other physiotherapists in appropriate professional behaviours</p> <p><b>Demonstrate</b> responsibility for own actions, as it applies to the practice context</p> <p>Ensure care is provided in a manner that is in partnership with consumers, is provided within a legal, moral and ethical framework, ensuring respect and dignity of individuals</p> <p><b>Demonstrate</b> an understanding of the principles of emotional</p>	<p><b>Model</b> exemplary professional behaviours and relationships</p> <p><b>Lead</b> and advice on professionalism and professional behaviour</p> <p><b>Lead</b> organisational governance requirements for specific AP physiotherapy practice</p>

Role 7: Professional		
Enabling Competence	Level 3 Highly Developed	Level 4 Expert
	intelligence and employ these effectively within clinical and professional context	
<b>7.1.2 Recognise and respond to ethical issues encountered in practice</b>	<p><b>Manage</b> ethical issues encountered in the practice setting</p> <p><b>Mentor</b> other physiotherapists in resolving ethical issues</p>	<b>Lead</b> and advise on the resolution of ethical issues in their practice
<b>7.1.3 Recognise and manage conflicts of interest</b>	<b>Proactively</b> recognise, manage and resolve real, potential or perceived conflicts of interest transparently and in accordance with ethical, legal and moral obligations	<b>Model</b> effective resolution of conflict of interest
<b>7.1.4 Exhibit professional behaviour in the use of technology-enabled communication</b>	<b>Advise</b> on professional behaviours in the use of technology-enabled communication	<b>Lead and advise</b> on professional behaviours in the use of technology-enabled communication
<b>Competence 7.2 Demonstrate a commitment to the community by recognising and responding to community expectations in health care</b>		
<b>7.2.1 Demonstrate accountability to clients, the community, and the profession</b>	<p><b>Demonstrate increased</b> accountability of the Advanced Practice role to clients, society, and the profession by recognising the impact own decision making has on client outcomes and responding to societal expectations of the profession</p> <p><b>Advise</b> on distribution of resources within their practice area</p> <p><b>Create</b> awareness of community expectations of physiotherapy practice and promote professional accountability amongst colleagues</p>	<p><b>Influence</b> the profession's response to issues of societal accountability</p> <p><b>Demonstrate</b> exemplary professional accountability to clients, the community and the profession</p>

Role 7: Professional		
Enabling Competence	Level 3 Highly Developed	Level 4 Expert
<b>Competence 7.3 Demonstrate a commitment to the profession by adhering to regulation and standards</b>		
<b>7.3.1 Fulfil and adhere to the professional and ethical codes, standards of practice, and legal and industrial requirements governing practice</b>	<b>Monitor</b> institutional and clinical environments and respond to issues that can harm clients or the delivery of health care	<b>Lead and actively contribute</b> to the development of advancement in policy pertaining to practice governance  <b>Actively contribute</b> to the implementation of changes to improve standards of practice and compliance with legal and industrial requirements
<b>7.3.2 Recognise and respond to unprofessional and unethical conduct in physiotherapists and other colleagues</b>	<b>Recognise</b> and respond to unprofessional and unethical conduct in colleagues in the health care professions  <b>Mentor</b> team members in responding to unprofessional or unethical conduct in colleagues	<b>Actively</b> contribute to reviews of ethical standards and practice standards that impact physiotherapy and the health outcomes of clients
<b>Competence 7.4 Demonstrate a commitment to personal health, self-care and well-being to foster optimal professional practice</b>		
<b>7.4.1 Exhibit self-awareness and manage influences on personal well-being and professional performance</b>	<b>Mentor</b> others in strategies to promote self-care and its influence on professional performance	
<b>7.4.2 Manage personal and professional demands for a sustainable practice throughout the career life cycle</b>	<b>Manage</b> personal and professional demands for a sustainable practice throughout the career life cycle  <b>Advocate</b> for learning and work environments that provide opportunities for a healthy lifestyle	<b>Model</b> the efficient management of competing personal and professional priorities
<b>7.4.3 Promote a culture that recognises, supports, and responds effectively to colleagues in need</b>	<b>Provide</b> mentorship to colleagues  <b>Support</b> others in their professional transitions.	<b>Model and teach</b> learners and colleagues about personal and professional

Role 7: Professional		
Enabling Competence	Level 3 Highly Developed	Level 4 Expert
	<b>Promote</b> a culture that recognises, supports, and responds effectively to colleagues in need	choices to effectively manage their practice
Competence 7.5 Manage their practice and career		
<b>7.5.1 Set priorities and manage time to balance professional and personal life</b>	<b>Implement</b> priorities effectively, and manage time to balance practice and personal life	<b>Balance</b> personal life with responsibilities in education, research, administration, and practice  <b>Demonstrate</b> efficiency and skill in time management in specific contexts, such as for delegation, in meetings, and for teamwork
<b>7.5.2 Manage career planning, finances, and health and human resources in practice setting</b>	<b>Reconcile</b> expectations for practice with job opportunities and workforce needs  <b>Plan</b> practice/ physiotherapy team finances, considering short and long term goals	<b>Describe</b> remuneration models and career progressions as they pertain to area of practice  <b>Demonstrate</b> efficacy of practice and use as a tool to <b>advocate</b> for appropriate remuneration models and work-level standard models  <b>Demonstrate</b> effective management of health and human resources in practice setting
<b>7.5.3 Implement processes to ensure personal practice management improvement</b>	<b>Demonstrate</b> efficiency and skill in time management in specific contexts, such as for delegation, in meetings, and for teamwork	<b>Model and lead</b> the implementation of effective processes that ensure personal practice management improvement  Balance personal life with responsibilities in education, research, administration, and practice

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# Glossary

Adverse event	“An incident that results, or could have resulted, in harm to a patient or consumer. A near miss is a type of adverse event.” <a href="#">ACSQHC, 2021</a> , p.73
Best available evidence	This refers to research evidence that is relevant to the practice situation, with a low risk of bias. Recent, high quality pre-appraised evidence, such as systematic reviews (where available), provide the best evidence synthesis
Client	Throughout the Competence Framework, <i>client</i> is inclusive of all those who are personally significant to the client and are concerned with their management, and client permission has been given for their involvement. <i>Client</i> can include, according to the client’s circumstances, family members, partner, caregivers, legal guardian, and substitute decision-makers, an agency, organisation, third party provider or employer
Clinical	Where there is observation or interaction with a client in a clinical setting for the purposes of assessment and/or treatment
Clinical reasoning	Clinical reasoning can be defined as a reflective process of inquiry and analysis carried out by a health professional in collaboration with a patient with the aim of understanding the patient, the patient’s context and the patient’s clinical problem(s) in order to guide evidence-based practice  Jones M (2019) Clinical Reasoning: Fast and Slow Thinking in Musculoskeletal Practice, p. 2-31. In: Jones M, Rivett D (Eds) Clinical reasoning in musculoskeletal practice. 2 <sup>nd</sup> edition
Critical incident	Any sudden or unexpected event or situation that could have led, or did lead to unintended, threatened, perceived or unnecessary harm or trauma to an individual
Cultural Safety	Cultural Safety is perceived by the health service user as respectful and sensitive to their culture, beliefs and identity, free from discrimination and empowering them in decision-making. An important aspect of cultural safety is that the health professional has insight into the ways in which their own culture and cultural values may impact on their clients <a href="#">Aboriginal-and-Torres-Strait-Islander-Cultural-Health-and-Safety-Strategy-2020-2025-1.pdf</a> p.18
Cultural responsiveness	Describes the capacity to respond to the healthcare issues of diverse communities <a href="#">Cultural Responsiveness Framework Guidelines for Victorian health services</a> , 2009, p.4
Ethical principals in research	All human interaction, including the interaction involved in human research, has ethical dimensions. The National Statement on ‘ethical conduct in human research’ is therefore oriented to ...an ethos that should permeate the way those engaged in human research approach all that they do in their research. <a href="#">National Statement on Ethical Conduct in Human Research 2023   NHMRC</a>
Evidence synthesis	May also be known as systematic review  <a href="https://www.cochrane.org/news/evidence-synthesis-what-it-and-why-do-we-need-it">https://www.cochrane.org/news/evidence-synthesis-what-it-and-why-do-we-need-it</a>  <a href="https://www.nhmrc.gov.au/guidelinesforguidelines/develop/synthesising-evidence">https://www.nhmrc.gov.au/guidelinesforguidelines/develop/synthesising-evidence</a>

Emotionally charged	There is strong and open display of emotion. Examples of emotion include very upset/sad, significant anxiety, anger, aggression
Health forecasting	“Health forecasting is predicting health situations or disease episodes and forewarning future events. It is also a form of preventive medicine or preventive care that engages public health planning and is aimed at facilitating health care service provision in populations” (Soyiri & Reidpath, 2013, p.2)
Health informatics	Health informatics is the inter-professional field that studies and pursues the effective uses of biomedical data, information, and knowledge for scientific inquiry, problem-solving, decision making, motivated by efforts to improve human health  <a href="https://www.ncbi.nlm.nih.gov/books/NBK470564/">https://www.ncbi.nlm.nih.gov/books/NBK470564/</a>
Hidden curriculum	The hidden curriculum is not part of the formal curriculum of a program of learning. It refers to aspects of the learning environment (structures, practices and culture) that facilitate adoption of attitudes, values and behaviours that reflect organisational and professional expectations
Implementation science	The scientific study of methods to promote the systematic uptake of research findings and other evidence-based practices into routine practice, and, hence, to improve the quality and effectiveness of health services. (Eccles MP and Mittman BS 2006)  <a href="https://impsci.uw.edu/implementation-science/learn/implementation-science-overview/">https://impsci.uw.edu/implementation-science/learn/implementation-science-overview/</a>
Open disclosure	An open discussion with a patient about an incident(s) that resulted in harm to that patient while they were receiving health care. The elements of open disclosure are an apology or expression of regret (including the word ‘sorry’), a factual explanation of what happened, an opportunity for the patient to relate their experience, and an explanation of the steps being taken to manage the event and prevent recurrence. Open disclosure is a discussion and an exchange of information that may take place over several meetings <a href="#">Australian Open Disclosure Framework</a> , 2013, p.5
Near miss	An incident or potential incident that was averted and did not cause harm but had the potential to do so <a href="#">ACSQHC</a> , 2015 (Glossary)
Physical barriers	Includes noise, distractions, interruptions, environment design, appropriate choice of media, technological problems
Practice	Encompasses the breadth of work that may be undertaken by a physiotherapist, in any environment or setting
Professional duties	Refers to the requirements and responsibilities of the practitioners’ position
Risk Management	The forecasting and evaluation of risks together with the identification of procedures to avoid or minimize their impact  Oxford Dictionary <a href="https://www.lexico.com/definition/risk_management">https://www.lexico.com/definition/risk_management</a>

Scope of practice	<p>'Scope of practice' describes the activities health professionals are educated in, competent in and legally allowed to perform.</p> <p><a href="#">Statement from the Australian Physiotherapy Association (APA) on Physiotherapist Scope of Practice. May 2024</a></p> <p><a href="#">Credentialing health practitioner and defining their scope of clinical practice. A guide for managers and practitioners. December 2015</a></p>
Therapeutic alliance	<p>A therapeutic alliance is the relationship between the physiotherapy and client that reflects collaboration and support. The three components are 1. Therapist-client agreed goals 2. Therapist-client agreed interventions and 3. An affective bond (Ferreira et al., 2013)</p>
Universal precautions approach	<p>This approach “assumes that your patients may not understand the information you provide and the advice you give about navigating their way through the health system.” <a href="#">ACSQHC</a>, 2015</p>

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