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| **Learning Outcomes for Titled Occupational Health Physiotherapist\***  \*aligned to the [Physiotherapy Competence Framework v7.1](https://australian.physio/sites/default/files/APA_COMPETENCE_FRAMEWORK_v7.1_FINAL.pdf) and referenced against the previous OHP Professional Practice Standards | **Assessment Rubric** | | | | | **Comments/Remarks** |
| **Candidate Self – Assessment**  **I have met this learning outcome (Y/N)** | | **Evidenced in Portfolio/Analytical Review**  **(Page and Line numbers. Max. 3 page references)** | | **Assessor Assessment**  **Outcome Met (M)/Not Met (N)** |
| **Role 1: PRACTITIONER** | | | | | | |
| **Practise physiotherapy within their defined scope of practice and expertise** | | | | | | |
| Apply a comprehensive knowledge of biological, psychological and social sciences relevant to physiotherapy practice |  | | e.g. pg 3 lines 20 -24  pg 10 lines 40 -46 | |  |  |
| **Demonstrate a worker/client-centred assessment** | | | | | | |
| Establishes and prioritises areas for intervention in collaboration with the worker/client. |  | |  | |  |  |
| Demonstrate an individualised, culturally appropriate and effective worker/client interview for common conditions/presentations. |  | |  | |  |  |
| Identify and administer appropriate screening tools / outcome measures that will form the basis for examination, management and reassessment. |  | |  | |  |  |
| Implements targeted interventions with consideration of all stakeholder needs. |  | |  | |  |  |
| Selects and applies assessment skills relevant to the case for the purposes of diagnosis, treatment planning and outcome assessment based on essential test characteristics. |  | |  | |  |  |
| Re-evaluates and modify plans following communication and collaboration with stakeholders. |  | |  | |  |  |
| Selects appropriate outcome measures to evaluate effectiveness of interventions. |  | |  | |  |  |
| Identifies limiting factors in current evaluation methodology. |  | |  | |  |  |
| Analyse and interpret results from screening tools, tests and other investigations. |  | |  | |  |  |
| Integrate information derived from the assessment of the worker/client and apply clinical reasoning to develop a preliminary hypothesis and differential diagnosis of a worker/client’s presenting issue. |  | |  | |  |  |
| Refer a client for further investigations and or additional specialist assessment. |  | |  | |  |  |
| Assesses effectiveness of interventions and modifies in collaboration with stakeholders |  | |  | |  |  |
| **Develops an appropriate intervention and action plan utilising clinical reasoning and evidence-based practice** | | | | | | |
| Develop a collaborative, targeted and comprehensive management plan that is evidence-based and specific to the worker/client’s needs and achievement of goals. |  | |  | |  |  |
| Modify a management plan in recognition of a worker/client’s needs relevant to the practice context. |  | |  | |  |  |
| Demonstrates execution of the selected interventions in a skilful and safe manner, as appropriate. |  | |  | |  |  |
| Progress, modify or adapt intervention/s based on worker/client’s response. |  | |  | |  |  |
| Describes the principals and process of risk management. |  | |  | |  |  |
| Recognise when a client requires management beyond the knowledge, skills, and/or scope or level of clinical practice of the physiotherapist and recommend referral to relevant expert. |  | |  | |  |  |
| **Role 2: COMMUNICATOR** | | | | | | |
| **Establish an effective working relationship with worker/clients and others** | | | | | | |
| Communicate using a worker/client–centred approach that encourages trust and autonomy and is characterised by empathy, respect, and compassion. |  | |  | |  |  |
| 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 worker/client accordingly. |  | |  | |  |  |
| Respond to worker/client’s non-verbal behaviour to enhance communication, noticing subtle changes in the worker/client’s response |  | |  | |  |  |
| Adapt to the unique needs, preferences and circumstances of each client, recognising and addressing barriers in communication. |  | |  | |  |  |
| **Elicit and synthesise accurate and relevant information, incorporating the perspectives of workers/clients and, where appropriate, relevant others such as family or carers** | | | | | | |
| Use worker/client-centred interviewing skills to effectively gather relevant biomedical and psychosocial information |  | |  | |  |  |
| Provide a clear sequence for and manage the flow of the entire worker/client encounter |  | |  | |  |  |
| Clearly explains the source, contributing and causative factors, and mechanisms underpinning the worker/client’s presentation |  | |  | |  |  |
| Clearly explains ongoing management and any program to be undertaken clearly and succinctly, ensuring there is complete understanding and acceptance by the worker/client |  | |  | |  |  |
| Obtain and document informed consent, explaining the risks and benefits of, and the rationale for, a proposed test or intervention |  | |  | |  |  |
| Seek and synthesise relevant information from sources where relevant, for example the client’s family/manager(s)/colleagues, with the worker/client’s consent |  | |  | |  |  |
| Share health care information and plans with worker/clients and, where appropriate, relevant others, checking for worker/client understanding |  | |  | |  |  |
| **Engage worker/clients and, when appropriate, relevant others (e.g. stakeholders\*) in developing and delivering plans that reflect the worker/client’s needs and goals** | | | | | | |
| Use communication skills and strategies that are respectful, non-judgmental, and culturally safe to facilitate discussions with clients and relevant others |  | |  | |  |  |
| Assist clients and relevant others to identify, access, and make use of information and communication technologies to support their care and manage their health |  | |  | |  |  |
| Communicate effectively with worker/client to optimise management |  | |  | |  |  |
| **Document and share written and electronic information about the physiotherapy encounter to optimise decision-making, worker/client safety, confidentiality, and privacy** | | | | | | |
| Document worker/client interactions in an accurate, complete, timely, and accessible manner, in compliance with regulatory and legal requirements (written health record, electronic health record, or other digital technology) |  | |  | |  |  |
| Ensure letters and/or discharge plans/reports are concise, accurate and contain all required information to accepted practice standards and are appropriate to the audience. |  | |  | |  |  |
| **COLLABORATOR** | | | | | | |
| **Work effectively with colleagues in health care and other stakeholders\* to provide safe, high-quality, worker/client-centred management** | | | | | | |
| Negotiate overlapping and shared responsibilities with colleagues in health care and other professions in episodic and ongoing care | |  | |  |  |  |
| **Work with physiotherapists and other colleagues to prevent misunderstandings, manage differences, and resolve conflicts** | | | | | | |
| Demonstrate strategies to promote understanding, manage differences and resolve conflicts in a manner that supports a collaborative culture | |  | |  |  |  |
| **Effectively and safely delegate or transfer management to another professional** | | | | | | |
| Determine when management should be transferred to another physiotherapist, healthcare or other professional or allied health assistant | |  | |  |  |  |
| Demonstrate safe transfer of management, using both verbal and written communication, during a worker/client transition to a different professional, setting, or stage of management | |  | |  |  |  |
| **LEADER** | | | | | | |
| **Engage in the responsible utilisation and management of available resources** | | | | | | |
| Allocate and utilise health care and other resources for optimal client service delivery | |  | |  |  |  |
| Apply evidence and management processes to achieve cost-appropriate service delivery | |  | |  |  |  |
| **Demonstrate leadership in professional practice** | | | | | | |
| Demonstrate leadership skills to enhance quality practice | |  | |  |  |  |
| Demonstrate the importance of worker participation in order to see change in the workplace. | |  | |  |  |  |
| **HEALTH ADVOCATE** | | | | | | |
| **Respond to the individual worker/client’s health needs by advocating with the worker/client within and beyond the practice setting** | | | | | | |
| Work with worker/clients to identify and address the determinants of health that affect them, and their access to necessary health services or resources | |  | |  |  |  |
| Work with worker/clients and relevant others to increase opportunities to adopt healthy behaviours | |  | |  |  |  |
| Incorporate illness and injury prevention, health promotion, and health surveillance activities into practice | |  | |  |  |  |
| Advocates for improved health and wellness of individuals, the general public, and society, emphasising the importance of physical activity, in collaboration with the worker/client. | |  | |  |  |  |
| **Respond to the needs of the groups, communities or populations and achieve improved health outcomes** | | | | | | |
| Contribute to improvement of health in the community or population the practitioner serves | |  | |  |  |  |
| **SCHOLAR** | | | | | | |
| **Integrate best available evidence into practice** | | | | | | |
| Recognise practice uncertainty and knowledge gaps and generate focused questions that address them | |  | |  |  |  |
| Identify and select relevant pre-appraised resources and original research | |  | |  |  |  |
| Critically evaluate the integrity, reliability, and applicability of health-related research and literature | |  | |  |  |  |
| Participates in continuing professional development to keep abreast of contemporary practice. | |  | |  |  |  |
| Integrate evidence into decision-making in their practice | |  | |  |  |  |
| **PROFESSIONAL** | | | | | | |
| **Demonstrate a commitment to the profession by adhering to regulation and standards** | | | | | | |
| Fulfil and adhere to the professional and ethical codes, standards of practice, and legal and industrial requirements governing Occupational Health practice. | |  | |  |  |  |
| Demonstrates the effect of standards, codes of practice and legislative requirements on risk and injury management, health promotion and health-based interventions. | |  | |  |  |  |
| Demonstrate knowledge of lead and lag indicators, of which safety climate is one. | |  | |  |  |  |
| **Promotes cultural competence and demonstrates cultural safety** | | | | | | |
| Acknowledge and address individual racism, their own biases, assumptions, stereotypes and prejudices and provide care that is holistic, free of bias and racism. | |  | |  |  |  |
| Recognise the importance of self-determined decision-making, partnership and collaboration in healthcare which is driven by the individual, family and community. | |  | |  |  |  |
| Foster a safe working environment through leadership to support the rights and dignity of Aboriginal and Torres Strait Islander people and colleagues. | |  | |  |  |  |

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| **Candidate’s Name:** |  | |
| **APA ID:** |  | |
| **Submission Date:** |  | |
| **Assessor Name:** |  | |
| **Assessment outcome:** | **Met** □ | **Not Met** □ |
| **Comments:** |  | |
| **Assessor’s signature:** |  | |

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