Physiotherapy Career Pathway

Competence Framework

Version 6.0

Health Workforce Consulting

AUSTRALIAN
PHYSIOTHERAPY
ASSOCIATION

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Abbreviations

ACSQHC   Australian Commission on Safety and Quality in Health Care

APA   Australian Physiotherapy Association

CanMEDS   Canadian Medical Education Directives

The Physiotherapy Career Pathway

The Australian Physiotherapy Association (APA) seeks to promote quality health care in the community by taking an active part in supporting its members' various roles through contemporary and accountable professional development.

The Physiotherapy Career Pathway is a framework of quality-assured coursework, mentoring and research with clearly defined optional assessment points. This framework joins the universities, the APA and commercial professional development companies to share standards, competencies and learning outcomes at each step of a physiotherapists' career.

The Career Pathway is transparent, flexible and agile to accommodate member needs, whilst being demonstrable in the level of achievement. Employers and external agencies can recognise the competencies developed by completion of continuing professional development at a prescribed milestone or level of performance, and competencies attained where assessment has been successfully completed. The Career Pathway enables recognition of progressive competence development along a learning continuum. Acknowledging the learning outcomes of higher education courses of study, the APA will facilitate targeted education to meet the needs of the profession across areas of practice and individuals' career stages.

The principles of the Career Pathway are:

- industry recognised standards
- transparent and rigorous quality processes
- competencies that take into account the requirements of the Australian Qualifications Framework
- learning outcomes aligned with Physiotherapy competence standards
- flexible and inclusive learning processes

The aims of the Career Pathway are to:

- support individuals' career goals
- accommodate the diversity of educational needs of physiotherapists
- support the workforce mobility of physiotherapists nationally and internationally
- support life-long learning
- respond to changes in physiotherapy practice
- develop and retain experienced and specialised physiotherapists in the workforce
- facilitate advocacy for physiotherapists

The Career Pathway has two major components: a Competence Framework and an Education Framework that will ensure the quality of offerings and the achievement of explicit learning outcomes (see Fig 1).

Career Pathway

Education Framework

Competence Framework
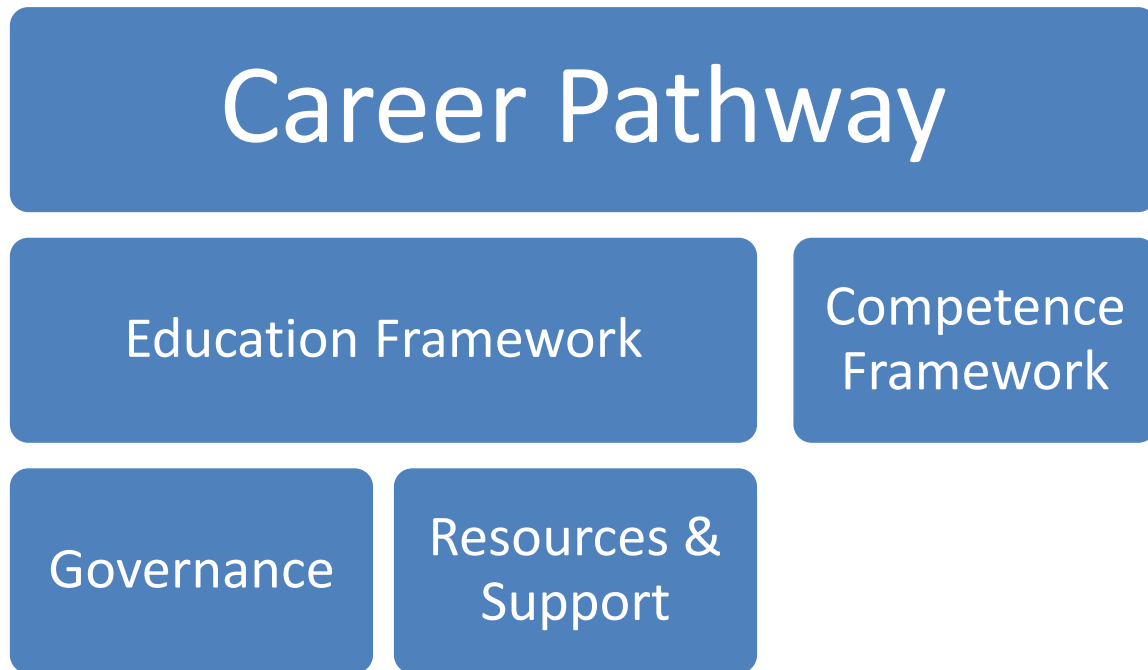
Governance

Resources & Support

Figure 1: The Physiotherapy Career Pathway

A vital component of the Career Pathway is rigorous governance, with a key role in ensuring quality of professional development and consistency of standards. Access will be available to extensive resources and support including curriculum design templates peer-review and mentoring.

The Physiotherapy Competence Framework

Overview

The APA Physiotherapy Competence Framework is based, with permission of the Royal College of Physicians and Surgeons of Canada, on the [Canadian Medical Education Directions (CanMEDS) Physician Competency framework](#)[1] (Frank, Snell & Sherbino, 2015). Competency is defined in CanMEDS as "an observable ability of a health professional that develops through stages of expertise from novice to master clinician" (Frank, Snell & Sherbino, 2014, p.7).

The Competence Framework structure is:

1. Role
2. Definition of role
3. Key competencies
4. Enabling competencies

The CanMEDS seven roles are Medical Expert, Communicator, Collaborator, Leader, Health Advocate, Scholar and Professional. The Medical Expert role has been changed to Physiotherapy Practitioner in the Physiotherapy Competence Framework. Key and Enabling competencies have required adaptation to some practice aspects that require emphasis for physiotherapy and to ensure fit with Australian practice settings.

The Competence Framework principally reflects the roles undertaken by physiotherapists interacting with clients. Physiotherapists may also work entirely in non-client contact roles, such as management/ administration, policy and planning, teaching and research. Based on need and feedback, modules or versions of the Competence Framework may be devised to reflect these non-client contact career pathways. Some of these roles already have established pathways (e.g. academic pathways for researchers and tertiary teachers).

Roles are intimately integrated in practice (Figure 2). However, for clarity and assessment purposes there is minimal overlap in the competencies between Roles, and the abilities described have been isolated, as far as possible, to a particular Role. Communication is split across two roles: Communication with clients appears in the Communicator role, whereas communication with colleagues and other stakeholders is part of the Collaborator role.

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[1] Developed by the Royal College of Physicians and Surgeons of Canada in the 1990's and revised in 2015. http://canmeds.royalcollege.ca/en/about/history
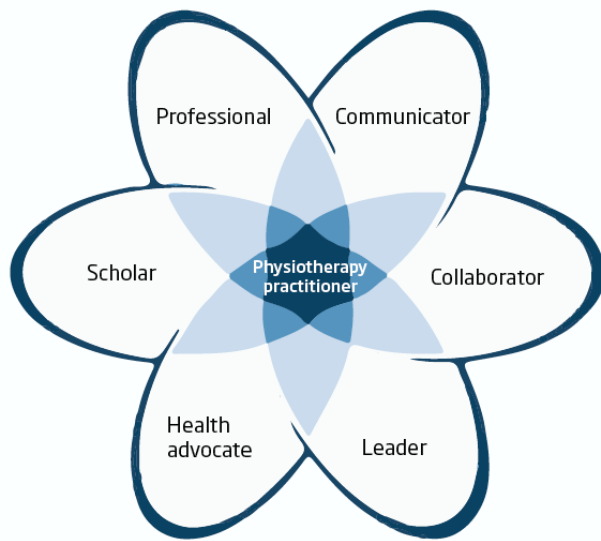
Figure 2. Roles in Competence Framework

Adapted with permission by the Royal College of Physicians and Surgeons of Canada, 2015.

Performance Levels

The Competency Framework describes four stages along a continuum of performance from Foundation (Milestone 1) to Expert (Milestone 4) in an area of physiotherapy practice (see Box 1). This approach is analogous to the CanMEDS Milestones (Frank, et al., 2014) in which a level of performance is described across six points in Physician/Surgeon training from Entry to Residency to post specialist certification.

Box 1: Description of performance levels

Milestone 1: **Foundation**	A Physiotherapy practitioner at this level can independently manage a range of clients with uncomplicated presentations in a particular area of practice. They can establish the client's goals and deliver safe and effective management. The practitioner is aware of their limitations and seeks assistance when appropriate. They may have a role in supervision of students. Physiotherapists commencing post entry-level development in a particular area of practice, physiotherapists seeking to re-enter the workforce and practising physiotherapists moving into the area of practice are expected to perform at this level.
Milestone 2: **Intermediate**	A Physiotherapy practitioner at this level can independently manage clients with more complex presentations and would be expected to be involved in supervision of students and mentoring less experienced staff. Performance at this level is expected of practitioners with some years of experience in a particular area of physiotherapy practice and who have undertaken relevant further learning or qualifications in their area of practice.
Milestone 3: **Highly developed**	A Physiotherapy practitioner at this level delivers safe and effective management in all but the most complex or critical client presentations in their area of practice and will be expected to be involved in mentoring/supervision, teaching, and/or research. Performance at this level is expected for a physiotherapy practitioner who has achieved at least a post entry-level qualification Masters-level degree in their area of practice, or has demonstrated competence equivalence. Performance at this level is expected of an APA Titled Physiotherapist.
Milestone 4: **Expert**	A Physiotherapy practitioner at this level can manage the most complex, difficult or critical client presentations in their area of practice, often as a point of expert clinical review, opinion or referral. The physiotherapist demonstrates initiative and provides direction in the practice area. The physiotherapist is involved in mentoring/ supervision, teaching and/or research and is recognised by their peers as a leading practitioner in the field of practice. Performance at this level is expected of a physiotherapist who has completed Fellowship by Specialisation of the Australian College of Physiotherapists. Performance at this level is expected for a physiotherapy practitioner who has achieved at least a post-qualification Doctoral-level degree in their area of practice, or has demonstrated competence equivalence.

The APA Competence Framework extends physiotherapy competencies beyond those of the Physiotherapy practice thresholds in Australia and Aoetearoa New Zealand (2015) to the progressive practice stages of a physiotherapist's career.

There is broad alignment of the four performance levels with those established under the Fair Work Australia *Health Professionals and Support Services Award* (2010),Section B2 Health Professionals employee definitions, and also broad alignment with the four levels articulated in the *National Common Health Capability Resource* (Health Workforce Australia, 2012):

- Level 1 Work within a known and stable context, consulting when anomalies arise before taking action.
- Level 2 Act independently on routine tasks within scope, and in response to knowable dilemmas
- Level 3 Act independently in complex situations within scope, and in response to unknowable dilemmas
- Level 4 Provide vision and direction, and shape and implement strategies and initiatives that enable others to perform as required

Each of the seven Roles has Key Competencies, with components described by Enabling Competencies. When reading an Enabling Competence with the corresponding descriptions of performance, it should be noted each performance statement builds on the previous level, with accumulation of the abilities. Only when there is an addition of a higher order performance statement will it be recorded in the next level. Hence, in some instances the space under a performance level may be blank. This reflects that the prior level statements are carried forward as the performance level.

It is expected that there will be individual variability in level of performance across the key and enabling competencies. Nationally, positions such as Advanced Practice, have different and specific requirements according to the area of practice, and have not been aligned to a particular milestone. However, on completion of a program of training, such as specialisation, a physiotherapist is expected to be able to consistently perform at or beyond the relevant level.

While the competence standards apply to all areas of practice, they provide only general descriptions of performance. The specific knowledge and skills relevant to each area of practice that would be required to meet the expected performance at each level will be determined by an appropriately qualified and professionally diverse group under the Education Framework. For some areas of practice these area-specific competencies are well documented. Two international examples are Sports (Bulley et al, 2005) and Orthopaedic Manipulative Therapy (IFOMPT, 2016).

National Groups should over time develop competency documents aligned with the Competency Framework that detail the area-specific competencies. Some groups may also develop what in the CanMEDs are called "Entrustable Professional Activities" (EPAs). The activities are 'entrustable' in that the person has demonstrated an ability to perform the activity without direct supervision. EPAs therefore direct the design of formative feedback and summative assessment (assessment that is judged or graded). EPAs are standardised

education targets that translate the competence standards into observable clinical activities (ten Cate, 2013a, 2013b).

User Guide

The overarching purpose of the Physiotherapy Competence Framework is to support and enhance the practice of qualified physiotherapists by providing explicit statements to guide professional development. The performance statements reference Australian standards in safety and quality in healthcare and promote contemporary practice across the diversity of areas in which physiotherapists work. It is an evolving document that provides broad competencies that are applicable across different practice areas, environments and settings.

It is envisaged that the Physiotherapy Competence Framework will have a number of users and purposes:

1. Individual members
2. APA course developers and educators
3. External course developers and educators
4. Employers
5. Insurers
6. Governance bodies

Individual members will use the Competence Framework to reflect on their practice and career goals, identify areas for development and to evaluate their continuing education needs. A physiotherapist may choose to utilise the framework purely as a professional development guide, or may elect to undertake assessment to verify acquisition of knowledge and skill to support their career progression.

Course developers will use the Competence Framework to determine the intended learning outcomes of their educational offerings and ensure that the content is consistent with the competencies and the intended level of performance. This will ensure transparency and consistency between offerings at the same level, and provide a common framework to which any professional development or formal course of higher education can be mapped.

Organisations such as employer groups, insurance and governance bodies, will have access to a transparent framework, that will describe expected performance outcomes of a practitioner on a continuum of competence development with clarity and distinction on progression of the level of performance.

Where a physiotherapist has successfully completed assessment, or there is recognition of prior learning, the APA will record the attainment of the specific competence(s) and level. Assessment of skill acquisition in professional development has previously, for the greater part, gone unassessed. The introduction of assessed learning will provide all stakeholders with evidence of competence attainment.

Third party providers and government will be better informed to detail description of the level and type of capabilities they expect when designing eligibility for service provision or rebates.

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 take 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).

KEY AND ENABLING COMPETENCE	Level 1 Foundation	Level 2 Intermediate	Level 3 Highly developed	Level 4 Expert
1.1 Practise physiotherapy within their defined scope of practice and expertise				
1.1.1 Demonstrate a commitment to excellence, high quality care and culturally responsive management of their clients	**Demonstrate** culturally responsive and high-quality care and management of their clients			**Role-model** excellence in culturally responsive high-quality client care and management
1.1.2 Apply knowledge of biological, psychological social and other sciences relevant to the area of practice	**Apply** biological, psychological, social and other sciences to identify and manage common client conditions	**Apply** biological, psychological, social and other sciences to identify and manage diverse client presentations in their area of practice **Provide** advice on aspects of their area of practice to other clinicians	**Apply** biological, psychological, social and other sciences to identify and manage a broad spectrum of complex client conditions in their area of practice **Provide** advice on aspects of their area of practice to management and other relevant parties.	**Apply** a broad base and depth of knowledge in biological, psychological, social and other sciences to identify and **demonstrate** knowledge adaptability to manage the breadth of client presentations in their area of practice **Provide** expert opinion to advise government or other organisations or to provide expert legal testimony
1.1.3 Carry out professional duties in the face of multiple, competing demands	**Recognise** competing demands in professional duties and when required, seek assistance in determining priorities **Demonstrate** a duty of care and client safety	**Maintain** a duty of care and client safety while balancing multiple competing tasks **Teach** others how to prioritise professional duties	**Carry** out professional duties in the face of multiple, competing demands **Maintain** a duty of care and client safety while balancing multiple responsibilities **Role-model** how to efficiently prioritise professional duties	

1.1.4 Recognise and respond to the complexity, uncertainty, and ambiguity inherent in clinical practice	**Identify** and take appropriate action in clinical situations where complexity, uncertainty, and ambiguity may play a role in decision-making	**Adapt** management, informed by knowledge and experience, as the complexity, uncertainty, and ambiguity of the client's clinical situation evolves	**Contribute** to the development of protocols or guidelines that reflect the complexity, uncertainty, and ambiguity of a clinical situation	**Contribute,** at organisational or systems level, to the development of protocols or guidelines that recognise and respond to the complexity, uncertainty, and ambiguity inherent in clinical practice
1.2 Perform a client-centred assessment				
1.2.1 Identify and prioritise issues to be addressed in a client consultation	**Identify** the concerns and goals of clients during the consultation. **Select** appropriate tools to assist development of priority issues. **Identify** which issues need to be addressed during future visits or with other health care practitioners	**Consider** urgency, feasibility, availability of resources, and comorbidities in determining priorities for the client interaction **Prioritise** which issues need to be addressed during future visits or with other health care practitioners	**Iteratively** establish priorities, considering the perspective of the client (including values and preferences) as the client's situation changes and evolves **Demonstrate** reasoning and experience in prioritising management of client goals	**Demonstrate** skill in efficient identification of client goals, and effective prioritisation of issues, across progressive interactions for complex client presentations. **Develop** policy for assisting other practitioners to prioritise client issues

1.2.2 Plan and perform an appropriate assessment	**Plan and conduct** a client interview and physical examination safely and effectively with common presentations in routine practice situations. **Seek** guidance and feedback for more complex presentations **Identify** and **manage** risk(s) **Select** commonly used diagnostic tests **Select** and administer appropriate outcome measures across relevant domains of the International Classification of Functioning, Disability and Health (ICF) or as applicable to the client's presentation **Outcome** measure selection is matched to treatment goals **Recognise** uncertainty and the need for assistance or referral in situations that are complex or unusual to the physiotherapist	**Plan and conduct** a client interview and physical examination for safely and effectively for a range of presentations in practice area **Focus** the client encounter, performing it in a time-effective manner, without excluding key elements Efficiently **modify** assessment plan efficiently informed by findings **Describe** test reliability and validity, and for diagnostic tests sensitivity, specificity and likelihood ratios, as rationale for test selection	**Efficiently** conduct an interview and physical examination for a diverse range of clients in their area of practice **Conduct** an assessment when a second opinion is requested or when a high degree of diagnostic uncertainty has already been established **Select and apply** relevant tests for the purposes of diagnosis and outcome assessment on the basis of essential test characteristics **Order or recommend** necessary and appropriate pathology and medical imaging investigations relevant to their area of practice	**Skilfully conduct** an interview and physical examination and select appropriate investigations, adapting to unanticipated findings for any client in the practice area **Plan and implement** an appropriate assessment in challenging or unusual situations in their area of practice. **Conduct** an assessment to inform an opinion as a legal expert in the area of practice **Perform** or recommend tests that expand on routine practice in the area of practice, in a manner that peers identify as highly skilled **Teach** selection of assessment techniques and application of tests utilised in challenging and/or complex client situations, that require experience and developed skill for delivery

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1.2.3 Analyse 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	**Demonstrate** clinical reasoning ability in identifying main problems and developing hypotheses for determining a differential diagnosis for common presentations **Identify** targets for disease prevention and health promotion	**Generate** and prioritise hypotheses demonstrating knowledge and experience in the area of practice **Apply** a hypothesis testing approach to differential diagnosis and/or explain causes of presenting problems	**Demonstrate** clinical reasoning and the ability to draw from a range of diagnostic and investigative tests to inform differential diagnosis and management **Apply** pattern recognition, where appropriate, to the process of differential diagnosis	**Demonstrate** precision in clinical reasoning **Demonstrate** ability to draw from and efficiently analyse, a range of diagnostic and investigative tests and information to accurately facilitate prioritised problem list or differential diagnosis for challenging and complex clients
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	**Initiate** discussions with client about goals of care **Work** with the client to understand relevant options for care **Address** the client's ideas about the nature and cause of the health problem, their fears and concerns, and their expectations of health care professionals **Share** concerns, in a constructive and respectful manner, with the client, about their goals of care when they are not felt to be	**Assist** the client to identify important goals that reflect realistic expectations	**Address** the impact of the condition on the client's ability to pursue life goals and purposes	**Establish** optimally planned goals of care in collaboration with the client addressing the clients' needs and expectations and considering challenging and complex requirements and resource availability

	achievable **Agree** goals of physiotherapy with clients that are (where practicable) specific, measureable, achievable, relevant and timed (SMART). **Agreed** goals are sequenced from short to medium/long term as appropriate			

1.3 Plan and implement a client-centred management plan				
1.3.1 Establish and implement a client – centred management plan that includes plans for ongoing management, referral and discharge	**Develop** and implement a management plan for common client presentations **Consider** the client's main health problems and context, in collaboration with the client and, when appropriate, other health professionals, in plan development **Integrate** the client's perspective and context into the collaborative management plan	**Discuss** with clients the degree of uncertainty inherent in all clinical situations **Reach** agreement with the client and relevant others on priorities for each consultation at the outset **Plan** increments in function at each consultation with the client as part of management, with consideration to socio-economic, cultural and other circumstances that have impact.	**Develop** and implement tailored management plans that consider the client's health problems and context in collaboration with clients and the interdisciplinary team	**Utilise** knowledge and experience to efficiently establish a client–centred management plan **Implement** a client-centred management plan that supports ongoing care, including follow-up on investigations, response to treatment, further consultation, referral and discharge **Demonstrate** expert reasoning, drawing on experience in the area of practice, in efficiently preparing discharge plans

	Discuss with the client referral to another physiotherapist or health practitioner when indicated **Determine** the necessity and appropriate timing of consultations **Review** client responses to treatment and modify the management plan over time accordingly **Establish** plans for ongoing care for the client, taking into consideration the client presentation, circumstances, preferences, and actions, as well as available resources, best practices, and research evidence			
1.3.2 Determine the most appropriate interventions	**Describe** to clients common interventions for the management of a given problem **Describe** the indications, contraindications, risks, and alternatives for a given intervention.	**Ensure** that clients, where appropriate, are informed about the risks and benefits of each treatment option in the context of best evidence and guidelines in the area of practice	**Integrate** all sources of information to select optimal interventions that are safe and client-centred, to address client priorities, and considers the risks and benefits of all methods	**Determine** the most appropriate interventions, efficiently using reasoning, breadth of knowledge and experience in the area of practice

	Utilise relevant sources of information to identify interventions that are client centred, and consider the risks and benefits of the approach **Promote** client self-management strategies when appropriate			
1.3.3 Perform interventions in a skilful and safe manner, adapting to changing clinical circumstances	**Perform** interventions safely and effectively for an individual or a group of clients **Monitor** the effect of interventions, and modify appropriately for their area of practice **Seek** advice when unexpected responses are encountered **Implement** a prevention or health promotion strategy relevant to the clients' presentation	**Competently** and efficiently conduct a range of interventions for an individual or a group in their area of practice **Monitor** the effect of interventions, demonstrating timely modifications **Recognise** uncertainty and the need for assistance or referral in situations that are complex or unusual to the physiotherapist.	**Utilise** experiential knowledge and skills and **consider** clinical acuity, and potential for exacerbation or deterioration when tailoring the sequencing and execution of interventions for the client **Perform** interventions that extend beyond routine practice in the area of practice, in a manner that peers identify as requiring skill.	**Perform** procedures skilfully and safely, accurately adapting to unanticipated findings or changing clinical circumstances **Perform** 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

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				
1.4.1 Adopt strategies that promote practitioner and client safety	**Describe** the individual factors that can affect human performance **Engage** clients and relevant others in the continuous improvement of practitioner and client safety **Use** cognitive aids such as checklists, structured communication tools, or care paths, to enhance client safety **Analyse** and **appraise** processes in ones' own practice and **initiate** quality improvement activity with guidance or assistance **Respond** to feedback on their own practice and client outcomes	**Use** strategies to mitigate risk of adverse events or critical incidents **Demonstrate** situational awareness informed by experience in the area of practice	**Design** processes that contribute to safety improvements in their area of practice **Mentor** others in developing situational awareness in the area of practice **Engage** members of the team in promoting safety	**Design** and **initiate** strategies to monitor and improve client and practitioner safety and promote quality health care **Utilise** health forecasting skill to enhance preventative strategies and minimise risk in client encounters

1.4.2 Work to improve safety and quality in healthcare and management by addressing human factors	**Comply** with work health and safety obligations under the [Work Health and Safety Act and Code of Practice](#)	**Analyse** processes and client interactions to identify safety vulnerabilities	**Analyse** a given near miss or adverse event to generate recommendations to reduce risk and promote safer care	**Implement** strategies that promote client safety and mitigate negative human factors
	Describe human factors that can affect practitioner and client safety	**Identify** potential improvement opportunities arising from near misses, adverse events or critical incidents	**Actively** engage and encourage all involved in healthcare, regardless of their role, to report and respond to unsafe situations	**Model** a blame-free culture to promote openness and increased reporting
	Describe the ethical, professional, and legal obligations, and policies for reporting and disclosure of [near misses](#) and adverse events	**Engage** clients and relevant others in the continuous improvement of client safety	**Mentor** others to identify and respond to emerging risks	**Apply** initiative in testing change in processes to improve the impact of human factors on client care and/or staff
	Describe the elements of the health care system that facilitate or protect against near misses or adverse events	**Contribute** to initiatives to monitor and improve safety and quality in health care.	**Engage** others to develop a culture of continuous practice improvement	**Compare** and research quality improvement methods and processes from different domains and fields
	Recognise and **report** safety hazards, near misses, adverse events or critical incident according to protocol	**Identify** available supports for clients and health care professionals when near misses and adverse events occur		**Foster** a health care culture that enhances quality healthcare and client safety
	Recognise near-misses in real time and respond to correct them, preventing them from reaching the			

1.4.3 Apply quality improvement processes to contribute to improving systems of health promotion and client care	**Describe** the domains of health care quality (safe, effective, evidence informed, client-centred, timely, efficient, equitable) **Describe** system factors that can affect practitioner and client safety, including resource availability and physical and environmental factors	**Seek** data to inform practice and engage in an iterative process of improvement **Analyse** and **appraise** processes impacted by systems in ones' own teams' practice and **initiate** quality improvement activity **Engage** in projects to minimise risk in their area of practice	**Analyse** and appraise system processes in practice area in one's own organisation and **initiate** quality improvement activity **Compare** and contrast systems thinking with traditional approaches to quality improvement **Apply** design thinking to control hazards and manage foreseeable risks in the health or other sector processes	**Implement** strategies that promote client safety and mitigate negative system factors **Apply** initiative in testing change in processes to improve systems impacting client care and/or staff and teams at organisational/ interagency level **Promote, lead** and **disseminate** quality improvement programs at organisational/ interagency level **Engage** with health professionals and relevant stakeholders to collaborate in improving systems of client care **Implement** systems level improvements in processes for identification of and response to client safety hazards, near misses and adverse events

ROLE 2: COMMUNICATOR

Definition

As Communicators, 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 his or her health-related issues and goals. Physiotherapists explore the client's perspective, including his or her fears, ideas about goals, feelings about the impact of a condition, expectations of health care, and their management. The physiotherapist integrates this knowledge with an understanding of the client's context, including socio-economic status, medical history, 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 shared decision-making: finding common ground with the client in developing a plan to address his or her health goals in a manner that reflects the client's needs, values, preferences and lifestyle. This plan should be informed by evidence and guidelines.

Physiotherapists must also be able to communicate effectively with everyone involved in their clients' management.

KEY AND ENABLING COMPETENCE	Level 1 Foundation	Level 2 Intermediate	Level 3 Highly developed	Level 4 Expert
2.1 Establish professional alliances with clients and relevant others				
2.1.1 Communicate using a client–centred approach that encourages client trust and autonomy and is characterised by empathy, respect, and compassion	**Demonstrate** the key components of a client-centred and collaborative approach in physiotherapy management. **Adopt** a universal precautions approach to health literacy (ACSQHC, 2014)	**Communicate** using a client-centred approach that encourages client trust and autonomy and is characterised by empathy, respect, and compassion.	**Participate** in improvement projects aimed at reducing barriers to health literacy	**Demonstrate** leadership and work with their organisation, with consumers and state and/or national systems to make sure that the information and services they provide are easy to understand, use and act on.
2.1.2 Optimise the physical environment for client comfort, dignity, privacy, engagement and safety	**Demonstrate** preparation of the physical environment that affects client comfort, privacy, engagement, and safety	**Mitigate** physical barriers to communication to optimise client comfort, privacy, engagement and optimal risk management	**Optimise** the physical environment for client comfort, privacy, engagement, and risk management in both individual and group interactions	
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	**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 accordingly.	**Teach** others to recognise when client and physiotherapist values, culture, biases, or perspectives threaten the quality of care, and modify the approach to client management.	**Demonstrate** 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	**Demonstrate** exemplary practice in adapting management to respect the values and culture of clients to optimise outcomes for the client

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2.1.4 Respond to client's non-verbal behaviour to enhance communication	**Identify** non-verbal communication on the part of clients and its impact on physiotherapist– client communication **Use** appropriate non- verbal communication to demonstrate attentiveness, interest, and responsiveness to clients and relevant others **Respond** to clients' non-verbal communication and use appropriate non- verbal behaviours to effectively enhance communication with clients and relevant others		**Demonstrate** effective use of non-verbal communication skills in difficult situations	**Demonstrate** expertise in recognising and responding to non-verbal cues delivering optimal communication
2.1.5 Manage disagreements and emotionally charged conversations	**Recognise** potential risk for conflict, and take action to minimise that risk **Critically** reflect upon emotional interactions and identify how different approaches may have affected the interaction	**Recognise** when personal feelings in an encounter are valuable clues to the client's emotional state and respond appropriately **Establish** boundaries as needed in emotional situations **Demonstrates** effective strategies when managing disagreements	**Recognise** when strong emotions (such as, anger, fear, anxiety, or sadness) are affecting an interaction and respond appropriately **Counsel** others impacted by disagreements and emotionally charged conversations.	**Manage** challenging disagreements and emotionally charged conversations **Coach** others how to manage disagreements and emotionally charged conversations.

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2.1.6 Adapt to the unique needs, preferences and circumstances of each client and to his or her management and requirements	**Identify** factors, including cultural, that impact the clients' decision- making capacity **Assess and implement** clients' preferred involvement in decisions about care **Recognise** when assistive communication devices may be indicated, and liaise with appropriate others to meet client requirements	Appropriately **tailors** approaches to decision-making to client capacity, values, and preferences	**Adapt** to the unique needs and preferences of each client presentation and circumstances	**Demonstrate** awareness and take appropriate action, anticipating client needs and preferences in difficult and complex client consultations
2.2 Elicit and synthesise accurate and relevant information, incorporating the perspectives of clients and, where appropriate, relevant others				
2.2.1 Use client-centred interviewing skills to effectively gather relevant biomedical and psychosocial information	**Conduct** a structured client-centred interview, gathering relevant biomedical and psychosocial information in the context of common presentations in routine practice situations **Actively** listen and respond to client cues, clarifying client responses as required **Explain** the purpose of the physiotherapy assessment, relevant risks and options, and ensure client understanding	**Conduct** a client- centred interview, demonstrating flexibility in gathering all relevant biomedical and psychosocial information for any clinical presentation in the area of practice **Integrate** and synthesise information about the client's beliefs, values, preferences, context and expectations with biomedical and psychosocial information	**Integrate**, summarise, and be able to present the biomedical and biopsychosocial information obtained from a client-centred interview **Teach** learners variations in approaches to the client-centred interview in their area of practice	**Demonstrate** knowledge and skill in effectively gathering relevant biomedical and psychosocial information across the breadth of clients in their area of practice **Role-model** for learners' various approaches to the client-centred interview in their area of practice

2.2.2 Provide a clear sequence for and manage the flow of the entire client encounter	**Use** a framework to structure the client interaction	**Manage** the flow of the interaction while being attentive to the client's cues and responses.	**Manage** the flow of challenging client interactions, including those with angry, distressed, or excessively talkative individuals and those with cognitive or intellectual disability	**Role model** efficient structuring and effective management of flow, for the entire client interaction
2.2.3 Obtain and document informed consent, explaining the risks and benefits of, and the rationale for, a proposed test or intervention	**Obtain** informed consent for assessment and interventions explaining the indications, risks, benefits, and alternatives for the proposed options **Document** informed consent accurately		**Use** shared decision making in the consent process, taking into account risk and uncertainty, and **utilise** practitioner experience to inform the considerations.	**Demonstrate** ability to manage complex ethical consent processes, where the client is unable to provide informed consent
2.2.4 Seek and synthesise relevant information from other sources, including the client's family, with the client's consent	**Seek** out potential sources of information that may assist in a client's management.		**Seek out** and synthesise relevant information from other sources, including the client's family and relevant others, with the client's consent	
2.3 Share health care information and plans with clients and, where appropriate, relevant others				

2.3.1 Share health care information and plans with clients and, where appropriate, relevant others, checking for client understanding	**Communicate** findings and the plan of care clearly and accurately to clients and relevant others **Use** strategies to verify and validate the client's and relevant other's understanding of the problem, management plan and likely outcomes **Recognise** when to seek help in providing clear explanations to clients and relevant others **Respect** the client's right to share, or not to share, information or not to involve others in decision making	**Provide** information on the condition or problem and predicted outcomes in a compassionate, respectful, and objective manner to the client and relevant others **Convey** information related to the client's health status, care, and needs in a timely, honest, and transparent fashion		**Communicate** clearly with clients and relevant others in challenging encounters with complex ethical issues.
2.3.2 Disclose adverse events to clients and, where appropriate, relevant others accurately and appropriately	**Follow** the Australian Open Disclosure Framework in disclosing near misses and adverse events to clients (ACSQHC, 2013) **Seek** assistance as necessary when dealing with adverse events		**Conduct** peer review and practice assessments related to adverse events	**Contribute** 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 **Provide** support to clients and staff through the open disclosure process
2.4 Engage clients and, when appropriate, relevant others in developing and delivering plans that reflect the client's health care needs				

and goals				
2.4.1 Use communication skills and strategies that are respectful, non-judgmental, and culturally safe to facilitate discussions with clients and relevant others.	**Use** relevant questions to elicit an understanding of health care goals and needs from clients and, where appropriate, relevant others **Include** the perspectives of clients and relevant others when developing care plans **Demonstrate** cultural sensitivity and safety in interviewing **Demonstrate** interviewing techniques for encouraging discussion, questions, and interaction **Conduct** interviews with an interpreter	**Use** communication skills confidently and effectively to help the client make informed decisions regarding their health	**Use** efficient and skilful communication and strategies to facilitate discussions with clients in a way that is responsive, respectful, non-judgmental, and culturally safe **Demonstrate** depth in strategies, effectively responding to diversity in client backgrounds, to enable client understanding and informed decision making	**Demonstrate** cultural safety in all aspects of their communication. **Provide** leadership in establishing culturally safe communication in their practice/organisation

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	**Identify** the various technologies available to enhance clients' understanding and management of their health care **Utilise** communication technology to enable client management	**Assist** clients and relevant others to identify, access, and make use of information and communication technologies to support their care and manage their health	**Contribute** to innovation in information and communication technology to improve client access to information **Teach** others to utilise communication technology enabling access to physiotherapy management	**Lead** the development of information and communication technologies to enhance management in their area of practice
2.4.3 Communicate effectively with client to optimise management	**Demonstrate** ability to modify communication style with client or a group of clients and relevant others to facilitate management	**Modify** effectively education strategies to the client needs and responses, to facilitate engagement in their management	**Demonstrate** a range of communication styles to facilitate client or group understanding and execution of management strategies in the area of practice	**Tailor** communication effectively to an individual client or group, demonstrating optimal client engagement in management **Contribute** to the development of policy in effective communication in their practice/organisation
2.5 Document and share written and electronic information about the physiotherapy encounter to optimise decision-making, client safety, confidentiality, and privacy				
2.5.1 Document client interactions in an accurate, complete, timely, and accessible manner, in compliance with regulatory and legal requirements	**Comply** with regulatory and legal requirements, including privacy legislation, for record keeping and sharing health information **Document** clearly within an electronic or written health record, the essential elements of the client interaction using a structured	**Document** information about clients and their conditions in a manner that enhances intra- and interprofessional care **Identify** and correct vague or ambiguous documentation through process of self-audit **Adapt** record keeping to the specific guidelines of the area	**Mentor** others in accurate and complete documentation that complies with regulatory and legal requirements **Prepare** documentation for medico legal purposes **Conduct** peer review and practice assessment regarding record keeping	**Role model** preparation of documentation for complex reports or medico-legal purposes

	approach **Convey** in the health record clinical reasoning and the rationale for decisions **Include** as appropriate in the record the client's narrative of his or her health experience **Maintain** accurate and up-to-date problem lists and management plans	of practice and the client clinical context	practices	
2.5.2 Communicate effectively using a written health record, electronic health record, or other digital technology	**Demonstrate** reflective listening, open-ended inquiry, empathy, and effective eye contact while using a written or electronic health record **Use** electronic tools appropriately to communicate with clients, protecting their confidentiality	**Share** information in his or her health record with the client to enhance collaboration and joint decision-making	**Adapt** use of the health record to the client's health literacy and the clinical context **Build** reminders and clinical practice guidelines into the health record to enhance care	**Coach** others in effective communication using a written health record, electronic medical record, or other digital technology
2.5.3 Share information with clients and, where appropriate, with authorised others in a manner that respects client privacy and confidentiality and enhances understanding	**Comply** with the legal requirements for privacy and confidentiality, and organisational protocols of written and electronic communication **Describe** the different levels of written and electronic health literacy of clients and their implications for client	**Demonstrate** proficiency in assessing the client's needs and the preferred method of information sharing **Demonstrate** proficiency in using the methods available for information sharing in the practitioner setting and area of practice	**Adapt** written and electronic communication to the specificity of the area of practice and to the expectations of clients	**Demonstrate** deftness and judgement in sharing of information with clients and others in complex or difficult situations, exemplary in respect for client privacy and confidentiality and enhancing understanding

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	care communication			
	Share information with clients and, where appropriate, with authorised others in a manner that respects client privacy and confidentiality and enhances understanding			

ROLE 3: COLLABORATOR

Definition

As Collaborators, 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.

KEY AND ENABLING COMPETENCE	Level 1 Foundation	Level 2 Intermediate	Level 3 Highly developed	Level 4 Expert
3.1 Work effectively with colleagues in the health care and other professions to provide safe, high-quality, client-centred management				
3.1.1 Establish and maintain positive relationships with colleagues in the health care and other professions to support collaborative care	**Establish** positive relationships with colleagues in the health care professions to support collaborative care **Respect** established operational roles of their team **Receive** and appropriately respond to input from other healthcare professionals **Participate** in opportunities for collaboration among health care professionals along the continuum of care **Describe** the roles and scopes of practice of other health professionals related to the area of practice	**Establish** and maintain positive relationships with colleagues in the health care professions to support collaborative care **Actively** contribute to collaborative practice **Differentiate** between task and relationship issues among health care professionals	**Anticipate**, identify, and respond to client management issues related to the function of a team **Facilitate** strategies to promote collaborative practice in their area of practice **Demonstrate** knowledge of expertise of other professionals across the diversity of the area of practice, to facilitate optimal collaborations	**Lead** the analysis of interactions among healthcare professionals to optimise the performance of the team **Analyse** interactions among health care professionals to provide feedback to optimise the performance of a team for the benefit of clients **Demonstrate** exemplary interprofessional collaboration for better health outcomes

3.1.2 Negotiate overlapping and shared responsibilities with colleagues in health care and other professions in episodic and ongoing care.	**Recognise** the importance of professional role diversity and integration in high-quality and safe client management	**Negotiate** overlapping and shared responsibilities with medical and other colleagues involved in client management	**Negotiate** disagreements regarding shared responsibilities with medical and other colleagues involved in client management	
3.1.3 Engage in respectful shared decision-making with colleagues involved in client management	**Discuss** with clients any plan for involving other health care professionals or relevant others, including other physiotherapists, in their management **Engage in** respectful shared decision-making with clients and relevant others and with other colleagues in the health care professions **Provide** timely and necessary written information to colleagues to enable effective client management **Communicate** effectively with other colleagues in the health care professions	**Identify** referral and consultation as opportunities to improve quality of care and client safety by sharing expertise **Integrate** the client's perspective and context into the collaborative management plan		**Role model** respectful shared decision-making with clients and relevant others and with other colleagues in the health care professions **Use** referral and consultation as opportunities to improve quality of care and client safety by sharing expertise

3.2 Work with physiotherapists and other colleagues in health care and other professions to prevent misunderstandings, manage differences, and resolve conflicts				
3.2.1 Demonstrate respect toward collaborators	**Respect** the diversity of perspectives and expertise among health care professionals **Convey** information considerately	**Actively** listen to and engage in interactions with collaborators	**Delegate** tasks and responsibilities in an appropriate and respectful manner **Maintain** positive relationships in all professional contexts	**Lead** the active development of positive collaborative working relationships
3.2.2 Implement strategies to promote understanding, manage differences and resolve conflicts in a manner that supports a collaborative culture	**Identify** factors that contribute to misunderstandings, differences and conflicts in the practice setting **Describe** different approaches to preventing misunderstanding and managing differences **Communicate** clearly and directly to resolve conflicts **Respond** to requests and feedback in a respectful and timely manner	**Identify** communication barriers in the client management team **Listen** to, understand and find common ground with collaborators	**Mentor** others in effective collaboration strategies **Gather** the information and resources needed to resolve conflicts among collaborators **Analyse** problems with team dynamics **Gain** consensus among colleagues in resolving conflicts	**Develop** and **implement** effective strategies to resolve conflicts in a manner that supports a collaborative culture Effectively **facilitate** conflict resolution

3.3 Effectively and safely delegate or transfer management to another professional				
3.3.1 Determine when management should be transferred to another physiotherapist, healthcare or other professional or allied health assistant	**Describe** how scope of practice can trigger delegation or transfer of management **Describe** common transitions in management and the process of safe delegation **Demonstrate** effective supervision in delegated tasks **Recognise** and act on client safety issues in the delegation or transfer of management to an allied health assistant	**Judiciously recognises** when management should be transferred or delegated to another health care or other professional	**Manage** the effective transfer of complex clients to the appropriate health care or other professional(s)	
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	**Identify** specific information required for safe handover during transitions in management **Summarise** the clients' issues in the transfer summary, including plans to deal with ongoing issues **Communicate** with health professionals during transitions in management, clarifying issues after delegation or transfer as needed **Recognise** and act on client safety issues in the transfer of management	**Demonstrate** safe handover of management, both verbal and written, during a client transition to a different health care professional, setting, or stage of care **Organise** the delegation or transfer of management to the most appropriate health care professional	**Mentor** 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 **Analyse** gaps in communication between health care professionals during transitions in care	**Model** effective handover, teaching learners structured communication techniques to facilitate safe and effective delegation or transfer of management

ROLE 4: LEADER

Definition

As Leaders, 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.

KEY AND ENABLING COMPETENCE	Level 1 Foundation	Level 2 Intermediate	Level 3 Highly developed	Level 4 Expert
4.1 Contribute to the improvement of health promotion and health care delivery in teams, organisations, and systems				
4.1.1 Use health informatics and technology to improve health promotion and the safety and quality of care	**Analyse** the data available from health information systems in their practice to optimise client care	**Audit** practice against indicators of Safety and Quality appropriate to the practice setting	**Map** information and process flow in the care of clients in their team or organisation and suggest process changes for quality improvement and client safety	**Use** health informatics to improve the systems of quality of client care and optimise client safety **Compare** service delivery data to accepted targets and goals and plan improvements
4.2 Engage in the responsible utilisation and management of available resources				
4.2.1 Allocate and utilise health care and other resources for optimal client service delivery	**Identify** the differences between efficacy, effectiveness and efficiency with respect to health care delivery **Analyse** a case to show how practice-related decisions affect service utilisation and health-system sustainability	**Describe** the costs of common diagnostic and therapeutic interventions as well as factors affecting these costs **Use** clinical judgment to minimise wasteful practices **Describe** the ethical debate related to resource stewardship in health care	**Describe** models for resource stewardship in health care used at the institutional level **Consider** costs when choosing tests and care options **Provide** advice on evaluating service care strategies in order to minimise waste **Seek** information on current and emerging innovation/ technology to improve service delivery	**Allocate** health care resources for optimal client care **Optimise** practice patterns for cost- effectiveness and cost control **Design** and **evaluate** care delivery models that may improve aspects of service delivery

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4.2.2 Apply evidence and management processes to achieve cost-appropriate service delivery	**Discuss** strategies to overcome the personal, client, and organisational factors that lead to waste of health care resources **Describe** how evidence-informed physiotherapy can be applied to optimise health care resource allocation	**Apply** evidence or guidelines with respect to resource utilisation in common clinical scenarios.	**Determine** cost discrepancies between best practice and their current practice **Optimise** practice patterns for cost-effectiveness and cost control	**Apply** evidence and management processes to achieve cost- appropriate care **Compare** utilisation data within and outside their institution/practice to revise processes that are inefficient or unnecessary
4.3 Demonstrate leadership in professional practice				
4.3.1 Demonstrate leadership skills to enhance quality practice	**Describe** leadership styles as they relate to the health care or other sectors **Demonstrate** self- awareness, self-reflection, and self-management in developing leadership skills	**Contribute** to leading project components in their area of practice, that enhance quality practice **Analyse** their own leadership style including strengths, weaknesses, and biases.	**Lead** healthcare change and redesign initiatives in projects in their area of practice **Create** opportunities for others to develop leadership skills	**Demonstrate** leadership skills to enhance healthcare in complex organisation/system level change **Mentor** others in their teams to develop leadership skills **Reflect** on the impact of their own leadership style on their professional performance and the performance of others

| 4.3.2 Facilitate change in service delivery to improve services and outcomes | **Compare** and contrast local health and human services systems with other models around the world

Identify the key issues regarding the need to improve health care delivery and the role of physiotherapist leadership in this improvement

Actively engage in change initiatives led by others | **Analyse** and evaluate data available on their own practice outcomes to initiate improvements in service delivery and outcomes | **Describe** key health policy and organisational issues in their area of practice or setting of care

Develop strategies with clear objectives collaboratively with clients, managers and other stakeholders to improve client experiences and outcomes

Support others in managing change of behaviour or practice to improve services | **Share** a clear vision and **lead** change at organisational/practice level to enhance services and outcomes

Use data to inform planning and implement a change strategy to improve services and outcomes in their area of practice

Disseminate processes and outcome changes as part of continuous improvement |

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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 health. 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 policy-makers.

KEY AND ENABLING COMPETENCE	Level 1 Foundation	Level 2 Intermediate	Level 3 Highly developed	Level 4 Expert
5.1 Respond to the individual client's health needs by advocating with the client within and beyond the practice setting				
5.1.1 Work with clients to identify and address the determinants of health that affect them, and their access to necessary health services or resources	**Describe** the role of health care professionals in client advocacy **Define** individual and social determinants of health and explain their implications **Identify** the barriers clients and families encounter in accessing an appropriate care plan and support needs **Identify** a given client's need for health services or resources related to the scope of their practice **Facilitate** timely client access to address need outside the physiotherapist's scope	**Identify** a given client's needs for health services or resources outside of their scope of practice, and **facilitate** timely client access	**Demonstrate** an approach to working with clients to advocate for beneficial services or resources	**Lead** others in how to work effectively and efficiently with complex clients to address the determinants of health that affect them and their timely access to needed health services or resources **Lead** 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	**Describe** the value of promoting healthy behaviours and the barriers to behaviour change **Describe** principles of behaviour change and apply limited strategies in client encounters to facilitate behaviour change **Identify** resources or agencies that address the health needs of clients	**Educate** the client and relevant others about information and resources, including communication technologies, to improve health **Apply** the principles of behaviour change during conversations with clients about adopting healthy behaviours **Connect** clients with programs and support services to facilitate change to healthier behaviours		**Work** with clients with challenging and complex needs to increase opportunities to adopt healthy behaviours **Prepare** and **lead** strategies to influence organisations to support client adoption of healthy behaviours
5.1.3 Incorporate illness and injury prevention, health promotion, and health surveillance activities into individual client encounters	**Describe** the processes of illness and injury prevention, health promotion, and health surveillance **Work** with the client and relevant others to identify opportunities for illness and injury prevention and health promotion.	**Incorporate** illness and injury prevention, health promotion, and health surveillance activities into interactions with individual clients	**Demonstrate** effective application of a range of strategies for illness and injury prevention, health promotion and health surveillance activities in management of clients in their area of practice.	**Lead** and **demonstrate** initiative in illness and injury prevention, health promotion, and health surveillance activities in the management of clients in the area of practice

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				
5.2.1 Work with a group, community or population to identify and address the social, economic and environmental factors that influence health status	**Identify** groups, communities or populations they serve who are experiencing health inequities and identify opportunities to contribute to local efforts to address contributing factors		**Analyse** current policy or policy developments that affect the communities or populations they serve **Work** with groups, communities or populations to identify and address, at an organisational level, the social, economic and environmental factors that affect them	**Work** with groups, communities or populations to identify and address, at a policy or governmental level, the social, economic and environmental factors that affect them. **Facilitate** system changes to impact determinants of health through appropriate service design
5.2.2 Improve practice by applying a process of continuous quality improvement to illness and injury prevention, health promotion, and health surveillance activities	**Participate** in continuous quality improvement processes related to health promotion and illness and injury prevention programs		**Identify** clients or populations that are not being served optimally in their clinical practice and seek out methods for improvements **Report** clusters of unusual cases seen in practice to the appropriate authority or team leader, balancing client confidentiality with the duty to protect public health	**Improve** clinical practice by leading a process of continuous quality improvement in illness and injury prevention, health promotion, and health surveillance activities in their area of practice

5.2.3 Contribute to improvement of health in the community or population the practitioner serves	**Evaluate** and promote available resources to support the health needs of communities or populations they serve	**Partner** with relevant others to identify the health needs of a community or population they serve	**Distinguish** between competing health interests of the individuals, communities, and populations they serve	**Lead** 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.

KEY AND ENABLING COMPETENCE	Level 1 Foundation	Level 2 Intermediate	Level 3 Highly developed	Level 4 Expert
6.1 Engage in ongoing learning to enhance their professional activities.				
6.1.1 Develop, implement, monitor, and revise a personal learning plan to enhance professional practice	**Describe** the obligations and benefit of lifelong learning and ongoing enhancement of competence **Discuss** and create a learning plan and strategy for ongoing self-monitoring with a mentor, advisor or learning coach **Use** technology to develop, record, monitor, revise, and report on personal learning in the area of practice **Comply** with Physiotherapy Board of Australia requirements for continuing professional development.	**Demonstrate** a structured approach to monitoring progress of personal learning in their professional practice	**Mentor** others in development and revisions of learning plans in their area of practice	**Maintain** a plan to enhance expert competence across all roles for practice and update it regularly

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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	**Identify**, record, and answer questions arising in daily work **Seek** help or pursue learning opportunities, as appropriate, when limits of current expertise are reached **Describe** the implications for learning of reflection during action and after action **Use** critical self-reflection and seek peer review to improve their own practice **Maintain** a continuing professional development portfolio and reflect on learning	**Regularly** engage in personal learning by drawing upon various sources (daily work, literature, formal or informal education sessions) to identify and prioritise learning needs **Revise** and monitor a performance improvement plan based on changes to scope of practice	**Seek** and interpret multiple sources of performance data and feedback, with guidance, to continuously improve performance	**Access** and summarise sources of performance data applicable to a scope of practice, and utilise to design improvement strategies in their practice
6.1.3 Engage in collaborative learning to continuously improve personal practice and contribute to collective improvements in practice	**Participate** effectively in collaborative group learning		**Identify** the learning needs of a health care team	**Lead** and **mentor** collaborative learning to continuously improve personal practice and contribute to collective improvements in practice
6.2 Facilitate the learning of students, clients, the public, and other health care professionals				

6.2.1 Recognise the influence of role-modelling and the impact of the formal, informal, and hidden curriculum on learners	**Describe** the concepts of formal, informal, and hidden curricula	**Identify** behaviours associated with positive and negative role-modelling **Describe** the link between role-modelling and the hidden curriculum	**Use** strategies for deliberate, positive role-modelling	**Apply** strategies to mitigate the tensions between formal, informal, and hidden curricula
6.2.2 Promote a safe learning environment	**Describe** factors that can positively or negatively affect the learning environment **Describe** strategies for reporting and managing witnessed or experienced mistreatment	**Explain** how power differentials between learners and teachers can affect the learning environment	**Ensure** a safe learning environment for all members of the team.	**Lead** change to promote a safe learning environment **Facilitate** a safe and positive learning organisation culture
6.2.3 Ensure client safety is maintained when learners are involved	**Speak** up in situations in the clinical training environment where client safety may be at risk	**Recognise** unsafe clinical situations involving learners and manage them appropriately	**Balance** clinical supervision and graduated responsibility, ensuring the safety of clients and learners	

6.2.4 Plan and deliver education activities	**Demonstrate** basic skills in educating others, including clients and their families, students and peers **Plan and deliver** education activities within their scope of practice to assistants, students and peers	**Apply** a model of clinical education relevant to their practice setting **Define** specific learning objectives for a teaching activity **Demonstrate** effective education and supervision as a clinical educator **Demonstrate** effective mentoring of junior staff	**Choose** appropriate content, teaching format, and strategies tailored to a specific educational context. **Teach** the public and other health care or industry stakeholders **Teach** aspects within their practice scope to other clinicians	**Use** relevant learning theories to enhance the learning of others **Teach at** national and/or international levels relevant aspects of their area of practice
6.2.5 Provide contextually appropriate feedback to enhance learning and performance	**Describe** the features of effective feedback and its importance for teaching and learning	**Provide** effective feedback to enhance learning and performance of others **Provide** written or verbal feedback to students and other members of the team	**Role-model** regular self-assessment and feedback-seeking behaviour	**Help** learners and teachers manage the emotional impact of giving and receiving feedback **Work** with those who give and receive feedback to develop plans for improvement
6.2.6 Implement continuous improvement of education based on evaluation	**Contribute** to the evaluation of teachers and programs in an honest, fair, and constructive manner	**Demonstrate** appropriate assessment of other learners **Contribute** to the assessment of other learners		**Apply** systematic approaches to assessment of learners or evaluation of programs

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6.3 Integrate best available evidence into practice

6.3.1 Recognise practice uncertainty and knowledge gaps and generate focused questions that address them	**Formulate** structured clinical questions related to identified knowledge gaps		**Design** and implement processes in the workplace for recording and prioritising questions of importance to the area of practice.	**Develop** questions that address the efficacy and/or cost-effectiveness of interventions or management strategies **Coach** other health professionals to formulate clinical or scholarly questions.
6.3.2 Identify and select relevant pre-appraised resources and original research	**Identify** the research designs most suited to the type of question (e.g. therapy, prevention, diagnosis, prognosis, meaning and experience) **Search** databases such as the Cochrane Library, Physiotherapy Evidence Database (PEDro) and other sources and retrieve relevant pre-appraised and original evidence.	**Demonstrate** proficiency in identifying, selecting, and navigating clinical information sources.	**Coach** others to find and select sources of evidence for a given practice-related question	**Lead** the identification and promulgation of current sources of pre-appraised and original research in their area of practice
6.3.3 Critically evaluate the integrity, reliability, and applicability of health-related research and literature	**Demonstrate** the use of critical appraisal frameworks to evaluate common study designs. **Describe** the generalisability of a study or synthesis of studies. **Describe** the influence of cognitive biases on the	**Determine** the risk of bias in a wide range of scholarly sources. **Discuss** the barriers to and facilitators of applying study findings to professional practice.	**Interpret** study findings in the context of uncertainty, including a discussion and critique of their relevance to professional practice. **Critically** evaluate the integrity, reliability, and applicability of health-related	**Participate** in the development of an evidence synthesis.

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			research and literature
			Coach other health professionals to use critical appraisal frameworks to evaluate common study designs.
6.3.4 Integrate evidence into decision-making in their practice	**Demonstrate** use of best available evidence along with available resources, clinical expertise and client's preferences when making clinical decisions.		**Demonstrate** the use of an integrated model of decision-making that combines best evidence, available resources, and clinical expertise in the context of clients' specific situation, experience, expectations, values and preferences.	**Coach** other health professionals to integrate evidence effectively into decision-making in their practice **Use** implementation science to facilitate evidence informed practice change

6.4 Contribute to the dissemination and/or creation of knowledge and practices applicable to health

6.4.1 Demonstrate an understanding of the scientific principles of research and scholarly inquiry and the role of research evidence in health care	**Describe** the basic scientific principles of research and scholarly inquiry **Describe** the role of research and scholarly inquiry in contemporary health care		**Apply** the principles of research and scholarly inquiry to contribute to a scholarly investigation or the dissemination of research findings in their area of practice	**Engage** in scholarly inquiry or research
6.4.2 Identify ethical principles for research and incorporate them into obtaining informed consent, considering potential harms and benefits,	**Describe** the ethical principles applicable to research and scholarly inquiry	**Discuss** and provide examples of the ethical principles applicable to research and scholarly inquiry relevant to their area of practice	**Identify** ethical principles for research and incorporate them into obtaining informed consent, considering harm and benefit, and considering vulnerable populations	**Apply** ethical principles relevant to research and scholarly inquiry **Teach** others the application of ethical principles in research

and considering vulnerable populations			
6.4.3 Contribute to the work of research programs	**Describe** the roles and responsibilities of principal investigators and collaborators in a research project	**Seek** opportunities to participate in scholarly inquiry in addressing questions in their area of practice **Compare** and contrast the roles and responsibilities of members of a research team and describe how they differ from clinical and other practice roles and responsibilities	**Participate in** the work of a research program.	**Actively** participate as a research team member, balancing the roles and responsibilities of a researcher with the clinical roles and responsibilities of a physiotherapist
6.4.4 Pose questions amenable to scholarly inquiry and select appropriate methods to address them	**Describe** the characteristics of a well-constructed research question **Describe** common methodologies used for scholarly inquiry in physiotherapy	**Discuss** and critique the possible methods of addressing a given scholarly question	**Pose** clinically relevant and appropriately constructed questions amenable to scholarly investigation **Select** appropriate methods of addressing a given scholarly question in their area of practice	**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 **Develop** resources and capacity for evidence informed decision making

6.4.5 Summarise and communicate to professional and lay audiences, including clients, the findings of relevant research and scholarly inquiry	**Summarise** and communicate to peers the findings of applicable research and scholarship	**Summarise** and communicate to professional and lay audiences, including clients, the findings of relevant research and scholarly inquiry	**Take** responsibility for summarising and communicating study findings to stakeholders **Prepare** a manuscript suitable for publication in a peer-reviewed journal	**Present** scholarly work at seminars and conferences **Inform** and **promote** communication to organisations and health providers regarding **Engage** stakeholders in collaboration to enhance knowledge translation research outcomes impacting clinical practice

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.

KEY AND ENABLING COMPETENCE	Level 1 Foundation	Level 2 Intermediate	Level 3 Highly developed	Level 4 Expert
7.1 Demonstrate a commitment to clients by applying best practices and adhering to high ethical standards				
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	**Interact** with clients, [Australian Charter of Healthcare rights](#) colleagues and other health professionals with honesty and integrity **Demonstrate** caring and compassion. **Recognise** and respect personal and professional boundaries **Demonstrate** sensitivity to issues concerning diversity with respect to peers, colleagues and clients **Exhibit** appropriate professional behaviours in all aspects of practice **Consistently** maintain confidentiality in the practice setting, while recognising the legal and ethical limitations of confidentiality	**Consistently** prioritise the needs of clients and others to ensure a client's legitimate needs are met **Independently** manage issues of confidentiality, intervening when confidentiality is breached	**Intervene** when behaviours toward colleagues and learners undermine a respectful environment **Mentor** other physiotherapists in appropriate professional behaviours	**Role-model** exemplary professional behaviours and relationships **Lead** and advise on professionalism and professional behaviour.

7.1.2 Recognise and respond to ethical issues encountered in practice	**Recognise** and respond to ethical issues encountered in practice **Identify** and observe protocols for reporting inappropriate or unethical practice and circumstances requiring mandatory reporting	**Describe** principles and theories of core ethical concepts. **Identify** appropriate ethical concepts to address ethical issues encountered during clinical and academic activities.	**Manage** ethical issues encountered in the practice setting **Mentor** other physiotherapists in resolving ethical issues	**Lead** and advise on the resolution of ethical issues in their practice
7.1.3 Recognise and manage conflicts of interest	**Describe** the implications of potential personal, financial, and institutional conflicts of interest, including conflicts of interest with industry. **Recognise** personal conflicts of interest and demonstrate an approach to managing them. **Seek** assistance, as appropriate, to mitigate risk of conflict and to resolve conflict		**Proactively** recognise, manage and resolve real, potential or perceived conflicts of interest transparently and in accordance with ethical, legal and moral obligations.	Effectively **manage** conflict of interest resolution.

7.1.4 Exhibit professional behaviour in the use of technology-enabled communication	**Comply** with AHPRA Social Media Policy **Use** technology-enabled communication, including their online profile, in a professional, ethical, and respectful manner. **Follow** relevant policies regarding the appropriate use of electronic medical records.	**Intervene** when aware of breaches of professionalism involving technology-enabled communication	**Lead** and advise on professional behaviours in the use of technology-enabled communication	
7.2 Demonstrate a commitment to the community by recognising and responding to community expectations in health care				
7.2.1 Demonstrate accountability to clients, the community, and the profession	**Describe** the tension between the physiotherapist's role as advocate for individual clients and the need to manage scarce resources **Demonstrate** prudent use of available resources in achieving client goals aligned with community expectations **Describe** the social contract between the profession of physiotherapy and society	**Demonstrate** a commitment to the promotion of the public good in health care, including stewardship of resources	**Demonstrate** accountability to clients, society, and the profession by recognising and responding to societal expectations of the profession **Advise** on distribution of resources within their practice area **Create** awareness of community expectations of physiotherapy practice and promote professional accountability amongst colleagues	**Influence** the profession's response to issues of societal accountability **Demonstrate** exemplary professional accountability to clients, the community and the profession

7.3 Demonstrate a commitment to the profession by adhering to regulation and standards				
7.3.1 Fulfil and adhere to the professional and ethical codes, standards of practice, and legal and industrial requirements governing practice	**Describe** and comply with the relevant codes, policies, standards, and laws governing physiotherapists and the profession **Recognise** the client's <u>health care rights</u>	**Describe** how to respond to a complaint or legal action	**Monitor** institutional and clinical environments and respond to issues that can harm clients or the delivery of health care.	**Lead** the development of advancement in policy pertaining to practice governance **Lead** the implementation of changes to improve standards of practice and compliance with legal and industrial requirements
7.3.2 Recognise and respond to unprofessional and unethical conduct in physiotherapists and other colleagues	**Describe** and recognise key behaviours that are unprofessional or unethical. **Describe** and adhere to regulatory mandatory reporting requirements in a case of serous unprofessional conduct or practice. **Describe** and adhere to regulatory mandatory reporting requirements in a practitioner not being fit for practice	**Personally** respond to peer group lapses in professional conduct.	**Recognise** and respond to unprofessional and unethical conduct in colleagues in the health care professions **Mentor** team members in responding to unprofessional or unethical conduct in colleagues	**Actively** contribute to reviews of ethical standards and practice standards that impact physiotherapy and the health outcomes of clients

7.4 Demonstrate a commitment to personal health, self-care and well-being to foster optimal professional practice				
7.4.1 Exhibit self-awareness and manage influences on personal well-being and professional performance	**Describe** the connection between self-care and client safety **Identify** and **implement** strategies to support personal well-being, a healthy lifestyle and appropriate self-care	**Balance** the impact of physical, mental, personal and environmental factors on performance **Demonstrate** an ability to regulate attention, emotions, thoughts, and behaviours while maintaining capacity to perform professional tasks	**Mentor** others in strategies to promote self-care and its influence on professional performance	
7.4.2 Manage personal and professional demands for a sustainable practice throughout the career life cycle	**Develop** realistic goals for professional and personal life **Seek** appropriate health care relevant to needs	**Consider** career options that will promote personal strengths and enhance well-being, and prevent burnout **Manage** competing personal and professional priorities	**Manage** personal and professional demands for a sustainable practice throughout the career life cycle **Advocate** for learning and work environments that provide opportunities for a healthy lifestyle	**Role-model** the efficient management of competing personal and professional priorities

7.4.3 Promote a culture that recognises, supports, and responds effectively to colleagues in need	**Describe** the multiple ways in which poor physiotherapist health can present, including disruptive behaviour, and offer support to peers when needed **Practise** positive behaviours and deal with negative behaviours to promote a collegial work environment	**Describe** the importance of early intervention for colleagues in need of assistance **Identify** available resources, and describe professional and ethical obligations and options for intervention.	**Provide** mentorship to colleagues **Support** others in their professional transitions. **Promote** a culture that recognises, supports, and responds effectively to colleagues in need	**Role-model** and **teach** learners and colleagues about personal and professional choices to effectively manage their practice
7.5 Manage their practice and career				
7.5.1 Set priorities and manage time to balance professional and personal life	**Reflect** on and set personal, educational and professional goals **Build** relationships with mentors **Demonstrate** time management skills **Manage** a personal schedule using tools and technology	**Align** priorities with expectations for education and practice **Organise** work using strategies that address strengths and areas to improve in personal effectiveness and efficiency **Develop** time management skills in specific contexts, such as for delegation to support workers, in meetings, and for teamwork	**Implement** priorities effectively, and manage time to balance practice and personal life	**Balance** personal life with responsibilities in education, research, administration, and practice **Demonstrate** efficiency and skill in time management in specific contexts, such as for delegation, in meetings, and for teamwork

7.5.2 Manage career planning, finances, and health and human resources in practice setting	**Identify** career pathway opportunities based on personal strengths and goals **Undertake** educational experiences to gain competencies necessary for career path	**Identify** career pathway opportunities based on the needs of society and current and projected workforce needs **Review** opportunities available for further training and cost implications **Undertake** educational qualifications to gain competencies necessary for career path **Contribute** to practice/department finance and resource processes	**Reconcile** expectations for practice with job opportunities and workforce needs **Plan** practice/ physiotherapy team finances, considering short and long term goals.	**Describe** remuneration models and career progressions as they pertain to area of practice **Demonstrate** efficacy of practice and use as a tool to **advocate** for appropriate remuneration models **Demonstrate** effective management of health and human resources in practice setting
7.5.3 Implement processes to ensure personal practice management improvement	**Describe** how practice standardisation can improve quality of health care	**Improve** personal practice by evaluating a problem, setting priorities, executing a plan, and analysing the results		**Role model** the implementation of effective processes that ensure personal practice management improvement

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GLOSSARY

Adverse event	"An incident in which harm resulted to a person receiving health care." (ACSQHC, 2012, p.7)
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, *client* 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. *Client* 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
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.
Culturally safe care	Culturally safe care 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.
Cultural responsiveness	"Describes the capacity to respond to the healthcare issues of diverse communities". ([Cultural Responsiveness Framework Guidelines for Victorian health services](#), 2009, p.4)"
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).
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.
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. ([Australian Open Disclosure Framework](), 2013, p.5)
Near miss	"An incident that did not cause harm, but had the potential to do so" (ACSQHC, 2012, p.11).
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)
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.
Safe learning environment	"A safe environment is one where the risk of harm is minimised and students feel secure. Harm relates not only to dangers in the built environment, involving such matters as architecture and construction, lighting, space, facilities and safety plans, but also refers to violence, physical threats, verbal abuse, threatening gestures, sexual harassment and racial vilification." http://rego.bostes.nsw.edu.au/go/faq/safe-env "A safe learning environment allows learners to acknowledge their attitudes and beliefs, knowledge gaps, uncertainty, and mistakes." (Bannister et al., 2015)
Therapeutic alliance	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)
Universal precautions approach	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." (ACSQHC, 2015)

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