Rural and Remote Allied Health Competencies

SENIOR PROFESSIONAL

Reviewed Oct 2008
Rural and Remote Allied Health Competencies
Senior Professional

The Rural and Remote Allied Health Competencies –Senior Professional (RRAHC-SP) is a framework and tool for facilitating continuing learning, development and planning for senior level allied health staff within WACHS. It is designed to assist in identifying learning and developmental needs and areas of strength and proficiency.

The RRAHC-SP reflects a collation of clinical management and leadership competencies generic to senior level allied health professionals (AHPs) in a rural and remote context. The tool is designed to compliment existing competency frameworks; most notably discipline specific competencies of relevant professional associations or competencies designed for specific areas of practice such as public health or mental health. It is not presumed that senior AHPs require proficiency in all identified competencies. Neither is it presumed that this document reflects all competencies required within the rural and remote context. The RRAHC-SP should not be seen as absolute. Rather the RRAHC-SP aims to provide a resource and tool for senior level AHPs practicing in the rural and remote sector, and their managers. It can be used to:

- Confirm strengths
- Identify learning opportunities to improve skills
- Identify and prioritise skills and competencies for growth and development
- Build a plan for learning and development.

Whilst the task of attempting to define core senior allied health competencies in the rural and remote context has been a challenge, the reward of a common framework that encompasses the skills necessary for senior rural and remote practice is significant. This list of competencies, which transcends discipline specific boundaries, is but the first step towards a comprehensive competency framework to guide senior allied health workforce skill and development requirements in the rural and remote context. The tool should be considered a dynamic document, which evolves and adapts to new learning and insight regarding senior allied health competencies.

Tool Overview

The RRAHC-SP framework is comprised of 88 competencies central to the role of senior level AH professionals within WACHS. The competencies are organised under eight domains:

- Service Delivery
- Equity and Diversity
- Professional Skills
- Ethical Practice
- Development and Support
- Quality and Safety
- Clinical Management
- Clinical Skills

1 This resource has been produced by WA Country Health Service (WACHS), in collaboration with the Combined Universities Centre for Rural Health (CUCRH). If you are using this information in its entirety or in the development of another package please ensure that you acknowledge the source. Acknowledgement is provided to Nicole Beattie (CUCRH), Ivan Lin (CUCRH), Alex Mattson (WACHS), Suzanne Spitz (WACHS) and the WACHS allied health professionals and managers who contributed throughout the project.

© WA Country Health Service
189 Wellington Street Perth 6000
www.wacountry.health.wa.gov.au
How to use this tool

The RRAHC-SP is an important tool to support the career development of senior level AHPs. Potential applications include use within: performance development; professional supervision; 360 degree feedback; continuing professional; development planning; and mentoring and coaching, to name a few.

The use of the tool involves five steps to be undertaken independently, with peers or with managers:

**Step One. Identify the competency areas most relevant to current work role** (not all will be relevant).

**Step Two. Assess competency in the areas of most relevance to the workplace.**

Consider level of proficiency and skill in the specific competencies relevant to the current work role. Select the descriptor that most reflects ability in this competency.

<table>
<thead>
<tr>
<th>EMERGENT</th>
<th>A skill or practice that you are not yet confident in, but should be included in your role</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEVELOPING</td>
<td>A skill or practice in which your confidence is growing, but needs continued development</td>
</tr>
<tr>
<td>REFINING</td>
<td>A skill or practice in which you are confident and feel good at</td>
</tr>
<tr>
<td>HIGHLY DEVELOPED</td>
<td>A skill or practice in which you are very confident and feel you excel in</td>
</tr>
</tbody>
</table>

It is recommended that a mix of self-assessment and collaborative-assessment (e.g. peer, mentor, supervisor, manager, senior etc) are used. Collaborative assessment: Fosters a feeling of ownership for learning; Motivates and encourages active involvement in learning; Encourages autonomy in learning; and Creates a shared learning environment with exchange of ideas.

Assessment is carried out by studying the evidence and matching it against criteria. A range of methods can be used to determine your competency levels including self-reflection, observation by others, clinical practice audit, questioning, simulation etc.

**Step Three. Identify priority competency areas** and document in the Summary of Priority Competencies Table within the document.

**Step Four. Integrate the priority competency areas into relevant lifelong learning plans** (e.g. performance management plan, supervision plan, mentoring plan, individual learning plan, departmental/team learning plans etc).

**Step Five. Reflect and review on progress on a regular basis.**
## Summary of Competency Areas

<table>
<thead>
<tr>
<th>Service Delivery</th>
<th>Equity and Diversity</th>
<th>Professional Skills</th>
<th>Ethical Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophies of Practice</td>
<td>Cultural Security / Proficiency</td>
<td>Management Skills</td>
<td>Legal and Ethical Practice</td>
</tr>
<tr>
<td>Service Planning</td>
<td>Rural and Remote Context</td>
<td>Self Care</td>
<td>Professional Standards and Competencies</td>
</tr>
<tr>
<td>Service Delivery</td>
<td>Consumer Involvement</td>
<td>Project Management</td>
<td>Supervision and Delegation</td>
</tr>
<tr>
<td>Service Evaluation &amp; Research</td>
<td></td>
<td>Leadership &amp; Change Management</td>
<td>Consent, Confidentiality and Complaints</td>
</tr>
<tr>
<td>Service Partnerships &amp; Integration</td>
<td></td>
<td>Financial and Resource Management</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Human Resource Systems</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Information Management</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Development and Support</th>
<th>Quality &amp; Safety</th>
<th>Clinical Management</th>
<th>Clinical Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self Development</td>
<td>Safe Practice &amp; Risk Management</td>
<td>Client Management Systems</td>
<td>Consolidation of discipline specific skills</td>
</tr>
<tr>
<td>Developing Others</td>
<td>Policy and Procedure</td>
<td>Evidence Based Health Care Systems</td>
<td></td>
</tr>
<tr>
<td>Performance Management</td>
<td>Operational and Strategic Planning</td>
<td>Client Participation / Education</td>
<td>Consolidation of program specific skills</td>
</tr>
<tr>
<td>Professional Networks</td>
<td>Quality Improvement</td>
<td>Inter-professional Practice (Incorporating Multi and Trans Disciplinary Practice)</td>
<td></td>
</tr>
</tbody>
</table>

| | Professional Networks | Clinical Skills | Clinical Skills |
| | | | |
| | | | Consolidation of discipline specific skills |
| | | | Consolidation of program specific skills |
## Rural and Remote Senior Allied Health Competencies

### Service Delivery

#### Philosophies of Practice
- Applies contemporary principles of practice to service planning and delivery, including:
  - Primary health care
  - Client/family centred practice
  - Best practice and evidence-based practice
  - Community development
  - Self Management
  - Other _______________________

#### Service Planning
- Plans services considering
  - Population and community need
  - Evidence and best practice
  - Organisational direction/priorities
  - Sustainability
  - Service prioritisation
  - Resources available
  - Understands the interrelationships among access, quality, cost, resource allocation, sustainability, accountability, and community in service planning

#### Service Delivery
- Understands the system of healthcare delivery locally, regionally and state wide
- Develops and implements health programs and services consistent with service planning
- Oversees the delivery of local, outreach and region wide services
- Demonstrates service initiation and encourages innovation in service delivery
- Employs and supports a range of service delivery methodologies, including
  - Visiting and outreach services
  - Allied health assistants
  - Telehealth
  - Other ___________________________

#### Service Evaluation & Research
- Evaluates allied health activities/programs and service delivery methodologies
- Works collaboratively to set and achieve performance measurements for service delivery
- Understands and applies the principles of evaluation and research in practice
### Service Delivery (continued)

**Service Partnerships & Integration**

- Develops and facilitates collaborative relationships with:
  - Service stakeholders (other AH services, private providers, Aboriginal Medical Services, Metropolitan AHPs, Disability Service Commission, Divisions of General Practice)
  - Community stakeholders (community groups, clients)
  - Educational stakeholders (including those coordinating student placements and support, post graduate studies, research, etc.)
- Works within these partnerships to source funding, plan, deliver and evaluate services

### Equity, Access and Diversity

#### Cultural Security / Proficiency

- Develops and provides culturally secure services to meet the needs of people from culturally and linguistically diverse (CALD) backgrounds
- Provides culturally secure health services to Indigenous people:
  - Applies principles of the WA Cultural Respect Framework to ensure culturally secure services to Indigenous people and ensure cultural respect is maintained
  - Applies principles of cultural security/proficiency to service delivery
  - Coordinates opportunities for staff orientation and ongoing education in cultural awareness/safety/security
  - Develops and maintains partnerships with key local Indigenous organisations and individuals for service planning, delivery, and review
  - Undertakes periodical reviews of the cultural appropriateness of services
  - Personally, and facilitates staff, to undertake self-assessment of health service delivery to Aboriginal people
  - Ensures AH staff and departments work effectively with Indigenous staff

#### Rural and Remote Context

- Understands the rural and remote context in the planning and delivery of health services
  - Access (geographical/cultural/socio-economic)
  - Models of rural health delivery (Telehealth/allied health assistants/Multi-purpose sites)
  - Rural health context / epidemiology
  - Overlapping relationships within the community (personal/professional)
  - Cultural security and proficiency
  - Inter-professional team practice
  - Other ___________________________

#### Consumer Involvement

- Engages, consults and advocates for consumers and the community in health service planning, development and evaluation
- Actively promotes available services within the community
- Provide clear, relevant and accurate information to the consumer and community on health services and programs
## Professional Skills

### Management
- Demonstrates people management skills, including:
  - Communication and Negotiation
  - Teamwork
  - Supervision
  - Conflict resolution
  - Mentoring & coaching
  - Leadership
  - Performance review
- Promotes professional autonomy and responsibility
- Maintains communication with relevant managers and health leaders

### Self Care
- Identifies own self-care needs
- Works to ensure the well-being of self and others
- Utilises, and promotes the use of, knowledge and support services when necessary (e.g. employee assistance program)

### Project Management
- Plan and manage projects, incorporating scope definition, scheduling, budget, quality processes, project team management, communication, and risk assessment

### Leadership & Change Management
- Utilises change management principles to lead and manage change
- Demonstrates leadership, including:
  - Develops a shared vision and mission for the work area
  - Thinks and acts strategically (organisational awareness)
  - Promotes team work and coalition building
  - Empowers people to act
  - Influences others through advocacy and effective communication
  - Develops others

### Financial and Resource Management
- Demonstrates a sound understanding of financial procedures and controls
- Effectively manages financial and departmental resources (planning, prioritisation, allocation and budgeting)

### Human Resource Systems
- Has sound knowledge of relevant industry awards and agreements including HSU award
- Has sound knowledge of formal Human Resources processes (HR), including selection and recruitment process, workforce planning, succession planning, grievance processes
- Where appropriate authorise various types of leave (including annual leave, TOIL, Professional Development and Study Days) for staff
- Demonstrates an ability to coordinate staff rosters and timetabling
- Has a sound working knowledge of Health Corporate Network (HCN)

### Professional Skills (continued)

#### Information Management
- Promotes the collection and collation of statistical data, and the maintenance of client record systems
- Undertakes analysis and reporting of statistical data
- Develops improved client record systems
- Utilises, and supports staff to utilise, technology to support service delivery (including: WA Health Library Network, Telehealth)

#### Ethical Practice

##### Legal and Ethical Practice
- Demonstrates ethical and legal practice in accordance with:
  - Professional and organisational code of conduct and ethics
  - Legislative requirements (Freedom of Information Act, Occupational Heath and Safety, Equal Opportunities Act, Disability Service Act etc)
  - Public sector standards
- Provides ethical leadership and demonstrates an adherence to ethical guidelines for the relevant discipline and the organisation

##### Professional Standards and Competencies
- Maintains, and ensure staff maintain, professional competence and credentials
- Maintains, and ensure staff maintain, and adheres to professional standards
- Understands, works within and responds appropriately to the limits of professional practice
- Demonstrates, and ensure staff demonstrate, sound clinical reasoning and professional judgement

##### Supervision and Delegation
- Demonstrates supervisory skills, including:
  - Supervision of staff
  - Peer supervision
  - Develops supervision and delegation skills in others

##### Consent, Confidentiality and Complaints
- Applies, and supports staff to apply, the principles of informed consent
- Ensures staff adhere to organisational and professional standards relating to confidentiality
- Understands and applies policies and procedures for complaints management
## Development and Support

### Self Development
- Identifies and actions professional development goals
- Identifies and works towards career goals and pathways
- Actively enacts in professional development
- Participates in regular performance development
- Participates in clinical supervision
- Seeks mentoring and coaching when required
- Demonstrates the capacity to give and receive feedback effectively
- Participates in self-directed learning

### Developing Others
- Coordinates and provides orientation for new staff
- Identifies and coordinates professional review, development, education & training for staff
- Develops team members with view to succession planning

### Performance Management
- Undertakes the performance management of staff and manages staff performance and development accordingly

### Professional Networks
- Demonstrates knowledge of existing professional support and development networks
- Establishes and maintains effective networks with professional colleagues

### Quality and Safety

#### Safe Practice & Risk Management
- Understands and manages the safety and quality of clinical practice (including application of the Australian Incident Monitoring System (AIMS) protocol)
- Understands and manages non-clinical risk (staff, visitors and environment)
- Maintains personal safety at all times
- Promotes a positive Occupational Health & Safety culture within the team
- Demonstrates competence in the following:
  - Occupational Health & Safety systems
  - Manual handling
  - Fire and emergency
  - First aid (including CPR)
  - Infection control
  - Aggression and bullying management
Quality and Safety (continued)

Policy and Procedure
- Understands, complies with and contributes to the development of organisational policy and procedure (WA Health, WACHS, local)
- Develops and monitors clinical and operational AH guidelines as they relate to work area

Operational and Strategic Planning
- Understands and translates the organisational vision, structure, and strategic intent into operational practice
- Contributes to, and integrates AH programs into, organisational planning (strategic, operational, service planning)

Quality Improvement
- Leads the development, implementation and evaluation of quality and safety plans, systems and activities, relevant to the work area
- Contributes to quality and safety activities in other relevant work areas
- Works to develop a quality improvement culture within the AH team
- Demonstrates a sound understanding of EQuIP, and is responsible for ensuring the department meets EQuIP standards

Clinical Management

Client Management Systems
- Develops and maintains systems for effective client and caseload management:
  - Referral
  - Prioritisation
  - Discharge
  - Outcome measures
  - Others

Evidence Based Health Care Systems
- Develops evidence based care pathways
- Applied evidence to support best practice client care
- Create an environment of evidence based care

Client Participation / Education
- Develops a client/family centred partnership approach in the delivery of health care

Inter-professional Practice (Incorporating Multi and Trans Disciplinary Practice)
- Promotes and applies the principles of inter-professional practice
- Understands job role, responsibilities and competence, and that of others
• Supports staff to work with others to negotiate and provide integrated care responsive to client/family needs, perspectives and values
• Establishes and maintains effective working partnerships with other professionals, families, patients/clients, other teams, organisations and individuals to achieve common goals

Clinical Skills

• Demonstrates, and continues to develop, advanced discipline specific clinical competency
• Demonstrates, and continues to develop, advanced program area specific (adult, chronic disease management, early intervention etc) clinical competency

*This tool focuses on competencies shared across allied health professionals. Discipline specific and program competencies are an essential part of rural and remote practice, and should form an integral part of any competency and learning framework. Please refer to discipline specific competencies provided by the relevant professional associations. Space is provided below to insert priority discipline specific competencies*

Additional Competencies
## Development Plan

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date Start</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Review Date</th>
<th>Review Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency Area Identified</th>
<th>Learning Goals (specific learning needs – skill, knowledge, attitude, behaviour)</th>
<th>Methods (strategies and resources)</th>
<th>Evidence of learning</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

WACHS RRAHC – SP (Oct 2008)