

WESTERN HEALTH CAPABILITY FRAMEWORK:

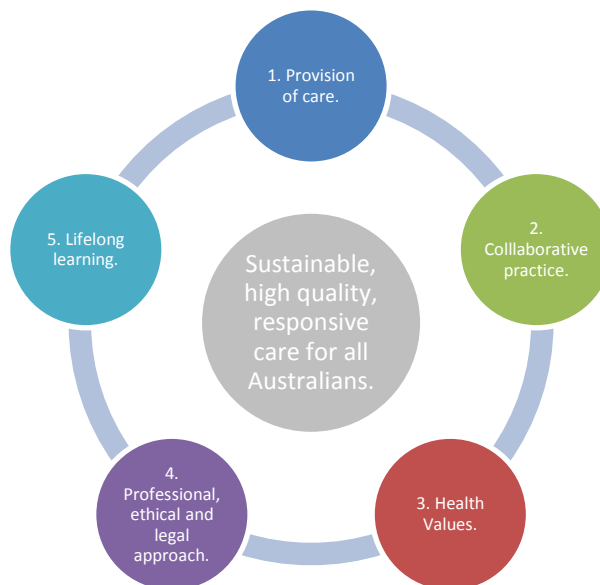
Within Western Health, practice is supported by five core values to ensure that health and wellbeing services delivered are of a high standard;

- **Compassion;** consistently acting with empathy and integrity.
- **Accountability;** taking responsibility for our decisions and actions.
- **Respect;** for the rights, beliefs and choice of every individual.
- **Excellence;** inspiring and motivating, innovation and achievement.
- **Safety;** prioritising safety as an essential part of everyday practice.

In conjunction with Western Health’s ‘best care’ framework which outlines four key characteristics to demonstrate the integration of core values into practice.

- **Person-centred Care;** “I am seen and treated as a person”.
- **Co-ordinated Care;** “I receive help, treatment and information when I need it and in a coordinated way”.
- **Right Care;** “I receive care that makes me feel better”.
- **Safe Care;** “I feel safe”

In conjunction with the Western Health values and the best care framework, Allied Health utilise the second edition of the National capability Framework which was developed by the Department of Health, 2016, as a tool to guide practitioners and health care professionals in providing safe, effective care to all clients, through a focus on non-clinical behaviours and multidisciplinary practice. The framework outlines 5 core focus areas; each of which identify a diverse range of key non-clinical capabilities expected of allied health professionals, while defining four cumulative levels of behaviours.



The capability framework reflects a holistic view of health services delivery, in order to improve the overall quality of a client’s experience. The capability framework has a focus on the non-technical components of health care delivery and professional development. It is anticipated that through the implementation of the framework at Western Health, allied health professionals will be further equipped with the appropriate tools to ensure appropriate and effective recruitment; assessment and reflection processes, in order to work efficiently and effectively to deliver high quality care.

EXPECTED BEHAVIOUR LEVELS FOR GRADE 3 ALLIED HEALTH PROFESSIONALS

Domain 1: Provision of care	
Participates in the planning, delivery and management of evidence-based patient/client care	
Activity group	Activity Element
1.1 Performing healthcare activities	1.1.1 Plan and Prepare <ul style="list-style-type: none"> Integrate information from multiple sources to form a comprehensive perspective regarding patient/client complexity and diagnosis (as relevant to the practice context), and the individual-specific, non-medical factors that may interfere with successful care and decision making. Reconcile conflicting or divergent information, and confirm that sources of information are reliable and sufficiently wide-ranging to meet the context of a decision/position. Recognise when input is required from expert colleagues, and act to obtain their involvement. Plan for, and effectively manage, contingencies that may affect the performance of healthcare activities.
	1.1.2 Perform/Deliver <ul style="list-style-type: none"> Provide expert advice/guidance to other practitioners, as required, to support their safe and effective performance of healthcare activities. Develop, apply and promote appropriate and innovative models of care. Obtain input from other experts as required to support the achievement of treatment/care goals.
	1.1.3 Monitor and Evaluate <ul style="list-style-type: none"> Act to ensure formal processes exist for evaluating whether treatment/care has met patient/client needs and been delivered as agreed with the patient-client and any other care contributors. Act to ensure monitoring and escalation plans are in place and actioned appropriately by staff. Contribute to regular review of organisational recognition and response systems. Lead continuous improvement cycles to ensure care remains safe and efficient.
	1.1.4 Modify or replan <ul style="list-style-type: none"> Use expert ability and insight to manage complexity and/or generate alternative courses of action based on the patients/client's needs and preferences. Obtain input from other experts as required to support the achievement of treatment/care goals.
1.2 Supporting processes and standards	1.2.1 Evidence-based practice <ul style="list-style-type: none"> Evaluate information against accepted standards or judgment, as determined by the context/discipline/field. Conduct and collaborate in healthcare research. Disseminate findings using a range of methods. Supervise others in the completion of research tasks as required.
	1.2.2 Quality care provision and risk management <ul style="list-style-type: none"> Act to ensure staff understand their individual roles and responsibilities for clinical risk management. Empower all staff to identify, analyse, report and manage risks. Empower staff to raise infection control issues with colleagues and managers. Act to reduce error and sources of risk in own practice and within the broader healthcare setting. Support colleagues who raise concerns about patient/client safety. Integrate quality management principles into operational activities of the healthcare team.

	<ul style="list-style-type: none"> Integrate safety and quality clinical practice guidelines into everyday care. Manage and maintain a safe working environment.
	<p>1.2.3 Information Management</p> <ul style="list-style-type: none"> Promote adoption of best practice standards and technologies for collection and storage of health information. Contribute to the design and implementation of comprehensive and effective records management programs. Identify and implement processes for periodic review of information management to ensure ongoing efficiency and effectiveness. Provide advice and guidance to staff on working with information and making the best use of the data available to support program and treatment design.

Domain 2: Collaborative Practice	
Builds and maintains effective working relationships, and works in partnership with others	
Activity group	Activity Element
2.1 Collaborating with clients	<p>2.1.1 Relationship Building</p> <ul style="list-style-type: none"> Support and foster integrated care strategies that contribute to providing continuity, thereby preserving and strengthening therapeutic relationships. Lead and promote activity that includes the patient/client as part of the care team.
	<p>2.1.2 Shared decision making</p> <ul style="list-style-type: none"> Encourage further deliberation when a patient's/client's treatment/intervention decision appears inconsistent with their stated priorities. Accurately interpret each patient's/client's reactions to new information regarding benefits, risks, and side effects of relevant treatment/intervention options. Explore each person's ideas, fears, and expectations of the problem and possible treatments/interventions. <p><i>Desirable</i></p> <ul style="list-style-type: none"> Promote a workplace culture in which patients'/clients' views about treatment options are valued and deemed necessary by staff. Develop and evaluate policy initiatives that aim to foster patient/client involvement and provide them with real and meaningful choices about treatment options.
	<p>2.1.3 Shared responsibility</p> <ul style="list-style-type: none"> Lead, encourage and support a workplace that values a shared responsibility for best practice healthcare.
2.2 Collaborating interprofessionally	<p>2.2.1 Vision and objectives</p> <ul style="list-style-type: none"> Lead and motivate staff to strive for and achieve interprofessional team goals using a compelling organisational vision. Promote a work culture in which inter-professional teamwork and shared responsibility for the provision of care is normative practice. Articulate and embody the purpose and values of the organisation.
	<p>2.2.2 Role clarity</p> <ul style="list-style-type: none"> Set clear expectations upfront regarding the duties and associated outcomes expected of each person in the team. Encourage staff to seek clarification early if they are unclear about the scope/responsibilities of their role, and what performance is expected of them. Collectively review who is responsible for which aspects of care, and track performance against work objectives, on a regular basis. <p><i>Desirable</i></p>

	<ul style="list-style-type: none"> • Provide a clear vision of how roles, teams and units relate within the broader organisation and to its larger purpose, and articulate the organisation's role within the wider health system. • Clearly define and communicate the culture, behaviours and outcomes desired in the workplace. • Act to ensure systems are in place to enable staff to raise concerns about any conflicts they have in their role and responsibilities.
	<p><i>2.2.3 Workplace communication</i></p> <ul style="list-style-type: none"> • Lead and promote open, upward communication by responding genuinely to staff. • Provide staff with the information and systems they need to work effectively. • Foster and promote a work culture that encourages open and effective communication
	<p><i>2.2.4 Collaboration within and across teams</i></p> <ul style="list-style-type: none"> • Create effective alliances within and across teams and departments of the organisation. • Act to ensure that clear policies are in place to guide the way inter-professional teams work. • Foster and promote a work culture that values cooperation, teamwork, openness, collaboration, honesty and respect for others. • Model leadership practices that support collaborative practice and inter-professional team effectiveness.
	<p><i>2.2.5 Collaborative decision making</i></p> <ul style="list-style-type: none"> • Establish processes that promote shared decision making, communication of decisions and community involvement. • Act to ensure that there are detailed and transparent rules and processes for establishing and/or allocating decision-making authority in the workplace. • Explore and make use of opportunities for improving departmental/organisational decision-making processes and outcomes.
	<p><i>2.2.6 Conflict management</i></p> <ul style="list-style-type: none"> • Anticipate conflict, and act to keep a relative balance among the interests of relevant individuals and/or groups. • Engage self and others to constructively manage disagreements about values, roles, goals and actions that arise within and across healthcare teams. • Broker win-win outcomes by fashioning creative solutions to problems that satisfy all parties. • Promote understanding, respect and trust between different groups to enable collaboration, interconnectedness and positive care outcomes.
	<p><i>2.2.7 Team reflexivity</i></p> <ul style="list-style-type: none"> • Encourage joint and overt exploration of work-related issues to ensure continuous improvement. • Create regular opportunities for staff to come together and recognise the work being undertaken, share information, generate ideas, and learn from successes, failures and challenges.
	<p><i>2.2.8 Individual contribution</i></p> <ul style="list-style-type: none"> • Exhibit a positive self-image regarding own professional contribution, and foster the development of professional self-esteem in others. • Develop mechanisms to ensure reflection and self-learning is supported and encouraged.
<p>2.3 Collaborating across time and place</p>	<p><i>2.3.1 Clinical handover, follow up and referral</i></p> <ul style="list-style-type: none"> • Establish a system for coordinating and performing follow-up within the service and based on patient/client needs. • Educate staff on handover protocol. • Review the clinical handover procedure and undertake continuous

	<p>improvement processes.</p> <ul style="list-style-type: none"> Act to ensure effective transfer of care, as permitted within own sphere of influence.
	<p>2.3.2 Integrated care</p> <ul style="list-style-type: none"> Build sustainable partnerships with other service providers to optimise use of resources and provide best practice ongoing care. Facilitate inter-agency care planning, and act to ensure there is a lead agency with responsibility for coordinating or case managing the patient's/client's overall care. Encourage and facilitate the involvement of a general practitioner at all relevant stages of the patient's/client's care. Support the use of technology and information infrastructure to improve the provision of care and information communication across multiple agencies.

Domain 3: Health Values	
Recognises the complexity of health and healthcare systems, and engages in processes and activities that promote safe, quality, effective services for all	
Activity group	Activity Element
3.1 Respect	<ul style="list-style-type: none"> Empower people to make themselves heard, and to have their experiences and perspectives available to others in order to shape and influence organisational decision making and provision of healthcare. Adopt a zero tolerance approach towards disrespectful and discriminatory behaviour in the workplace.
3.2 Equity	<ul style="list-style-type: none"> Advocate on behalf of individuals and groups to positively influence the wider political, social and commercial environment about factors that affect health.
3.3 Diversity	<ul style="list-style-type: none"> Foster a team culture that recognises and values diversity, and uses knowledge of differences to develop best practice care. Plan, implement and evaluate strategies for providing culturally safe services. Endorse and support initiatives that build the cultural competence of staff.
3.4 Prevention and Wellness	<ul style="list-style-type: none"> Contribute to the development of strategies that promote, protect, restore and improve health and quality of life. Promote early intervention strategies that support wellness and disease prevention across the organisation.
3.5 Whole Person Focus	<ul style="list-style-type: none"> Support the implementation of systems that support a whole of person approach to care and understand the range of care needs of an individual beyond the presenting condition.
3.6 Responsible use of resources	<ul style="list-style-type: none"> Encourage allocation decisions that are free from prejudice or favouritism. Advocate for a flexible resource allocation process so that varying needs can be accommodated. Periodically review processes for prioritising and allocating resources.
3.7 Innovation and Change	<ul style="list-style-type: none"> Generate healthcare strategies/innovations that improve delivery of healthcare to patients/clients and groups, and which capitalise on opportunities presented by technology. Advocate for inter-professional practice, and champion efforts enabling clinicians to work to the full extent of their role. Encourage positive response to, and safe exploration of, new ideas within teams/the workplace. Fight for resources, and courageously commit them to promising ideas.

Domain 4: Professional, ethical and legal approach

Acts in accordance with professional, ethical and legal standards	
Activity group	Activity Element
4.1 Professional behaviours	<p>4.1.1 <i>Ethical and legal practice</i></p> <ul style="list-style-type: none"> • Model ethical work practices. • Create a safe environment for staff to raise concerns regarding ethical or legal compliance issues. • Develop and implement local strategies to resolve ethical issues within practice. • Discuss potential ethical issues/dilemmas with staff in a supportive manner to ensure maintenance of ethical work practices.
	<p>4.1.2 <i>Self-regulation and self-management</i></p> <ul style="list-style-type: none"> • Exhibit a high level of emotional self-control and flexibility in complex, changing and/or ambiguous situations and when confronted with obstacles. • Adjust planned activities of the work team by gathering relevant information and applying critical thinking to address multiple and changing demands in the work environment. • Identify and act to remove barriers that reduce efficiency or effectiveness in the workplace. • Clarify scope for staff as required/appropriate. • Support staff to balance their schedules and demands on their time.
	<p>4.1.3 <i>Accountability</i></p> <ul style="list-style-type: none"> • Establish clear goals and expectations to build staff ownership over achievement of results. • Delegate healthcare activity to others, according to their competence and scope of practice, when this would serve the best interests of the patient/client. • Monitor the effectiveness of supervision/delegation arrangements, and revise as necessary.
	<p>4.1.4 <i>Conscientiousness</i></p> <ul style="list-style-type: none"> • Exhibit a constant readiness to seize opportunities as they arise, and act to achieve results. • Encourage others to take initiative, and motivate them to successfully accomplish work goals.
	<p>4.1.5 <i>Integrity</i></p> <ul style="list-style-type: none"> • Fully explain own position, and confront hidden agendas within the team/department. • Speak up to confront dishonesty, and to drive improvement. • Foster an environment that encourages staff to ask questions, and answer these as honestly and directly as possible. • Utilise objective measures of workplace performance to combat workplace politics. • Remain consistent and clear about expectations in the workplace.
	<p>4.1.6 <i>Self-care</i></p> <ul style="list-style-type: none"> • Model good self-care practices so that staff feel safe to prioritise their own self-care. • Encourage staff to constructively voice their stressors, and support them to manage these effectively. • Recognise how own leadership style influence's staff experiences of the work environment, and act to reduce any negative impacts.

Domain 5: Lifelong Learning	
Maintains and extends professional competence, and contributes to the learning and development of others	
Activity group	Activity Element
5.1 Development of	5.1.1 Lifelong learning and professional development

<p><i>Self</i></p>	<ul style="list-style-type: none"> • Model a commitment to continuing professional development. • Develop effective approaches to lifelong learning for all staff. • Support staff in their development and accomplishment of professional goals and objectives. • Advocate for, and encourage the provision of, formal and informal learning opportunities. • Promote the development of, and involvement in, professional networks and learning communities.
	<p><i>5.1.2 Self-reflection</i></p> <ul style="list-style-type: none"> • Act to ensure processes, frameworks and/or support tools are in place for enhancing learning through reflection.
<p><i>5.2 Development of Others</i></p>	<p><i>5.2.1 Professional support relationships</i></p> <ul style="list-style-type: none"> • Promote a culture in which clinical supervision is treated as part of core business of contemporary professional practice. • Create institutional supports for supervision, including policies, processes, training, dedicated teaching time, and access to support networks and resources. • Support other supervisors in becoming educationally prepared for their role.
	<p><i>5.2.2 Feedback and peer assessment</i></p> <ul style="list-style-type: none"> • Act to ensure peer review processes are appropriately resourced, and occur in an open and positive organisational culture that emphasises excellence in clinical care. • Foster a culture in which feedback is used as a strategy to enhance goals, awareness and learning, and is a positive experience for those involved.