

UNIT CODE	HLTAHA047
UNIT TITLE	Engage with clinical supervision and delegation
APPLICATION	<p>This unit describes the skills and knowledge required to provide assistance to an allied health professional. Work includes preparing for and participating in a structured process of clinical supervision and receiving delegations.</p> <p>This unit applies to allied health assistants and should be performed under the direct, indirect or remote supervision and delegation of an Allied Health Professional (AHP).</p> <p>The skills in this unit must be applied in accordance with Allied Health Assistant Framework, Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.</p> <p>No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.</p>
PREREQUISITE UNIT	Nil
COMPETENCY FIELD	Allied Health Assistance
UNIT SECTOR	Health

ELEMENTS	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Engage in clinical supervision arrangements.	<p>1.1 Identify own clinical supervision needs through a process of reflection and peer collaboration.</p> <p>1.2 Identify and articulate own supervision goals and expectations under the guidance of a clinical supervisor.</p> <p>1.3 Confirm and complete supervision agreement including goal setting and timeframes for supervision with the delegated Allied Health professional.</p> <p>1.4 Develop, document and use evidence of personal growth and professional learning in preparation for supervision.</p>

2. Use supervision to determine effectiveness of practice.	2.1 Discuss challenging areas of practice using existing programs. 2.2 Participate in self-reflection and evaluate own response to persons. 2.3 Seek, accept and respond to positive and negative feedback. 2.4 Identify and discuss current learning needs and seek learning opportunities as part of supervision. 2.5 Document learning from supervision according to practice needs.
3. Receive delegation.	3.1 Identify own scope of practice as an allied health assistant. 3.2 Incorporate theoretical concepts of delegation practice to prescribe suitable delegation in allied health teams. 3.3 Identify limits of scope of practice for an Allied health assistant and the impact on delegation. 3.4 Identify risks in delegation received and respond in accordance with organisational policy and procedures. 3.5 Use effective communication in delegation practice. 3.6 Document delegated tasks in accordance with organisational policy and procedure.
4. Initiate opportunities to contribute to the development of own knowledge.	4.1 Participate in quality improvement programs. 4.2 Identify and pursue professional development through reflective practice, peer collaboration, and supervision. 4.3 Engage in a program to maintain and build professional competence.

FOUNDATION SKILLS

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	<ul style="list-style-type: none"> interpret organisational policies and procedures
Writing skills to:	<ul style="list-style-type: none"> documenting
Oral communication skills to:	<ul style="list-style-type: none"> providing information to people and allied health professional
Numeracy skills to:	<ul style="list-style-type: none"> interpreting statistical data
Learning skills to:	<ul style="list-style-type: none">
Problem-solving skills to:	<ul style="list-style-type: none">
Initiative and enterprise skills to:	<ul style="list-style-type: none">

Teamwork skills to:	■
Planning and organising skills to:	■
Self-management skills to:	■
Technology skills to:	■
UNIT MAPPING INFORMATION	No equivalent unit.
LINKS	Companion Volume Implementation Guide

TITLE	Assessment Requirements for HLTAHA047 Engage with clinical supervision and delegation
PERFORMANCE EVIDENCE	<p>Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:</p> <ul style="list-style-type: none"> ■ Prepare for and participate in a structured process of clinical supervision in response to at least two different scenarios in simulation and: <ul style="list-style-type: none"> ○ articulate or document reflective practice responses to different situations in professional practice ○ identify at least two different individual learning needs relevant to own scope of practice ■ Participate in a structured process of clinical supervision, including identifying individual learning needs relevant to the process in the workplace and articulate and document the outcomes. ■ The above activities must be performed during a period of at least 120 hours of work in a health services setting.

KNOWLEDGE EVIDENCE	<p>Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <ul style="list-style-type: none"> ■ legal and ethical considerations for clinical supervision, and how these are applied in organisations and individual practice: <ul style="list-style-type: none"> ○ codes of conduct ○ continuing professional development ○ duty of care and when this may be compromised ○ ethical dilemmas in practice and processes for ethical decision-making ○ human rights ○ privacy, confidentiality and disclosure ○ records management ○ rights and responsibilities of workers, employers and persons ○ self-reflection, responsibilities and limitations within scope of role ○ work health and safety, including: <ul style="list-style-type: none"> ● stress management ● legal rights of workers
---------------------------	---

- the importance, purpose and benefits of clinical supervision
- current and emerging theories about professional practice and clinical supervision in area of work
- types and features of clinical supervision and the different communication modes that may be used, including:
 - engaging with a supervisor either external or internal to the organisation
 - group supervision
 - in person individual supervision with qualified and experienced clinical supervisor
 - peer supervision
 - unscheduled supervision and how to recognise the need for this
 - Proctor's Supervision Model
 - normative
 - formative
 - restorative supervision
- factors to consider in preparing for supervision, including:
 - identifying and acknowledging reactions and responses to interactions and situations
 - analysing own errors
 - identifying areas of practice to be challenged
 - identifying limitations in areas for practice development
 - maintaining journal work for self reflection
- awareness of self, and factors to consider in analysing own perspectives, and when these threaten to impact professional practice, including:
 - belief and value systems
 - biases and prejudices
 - family of origin
 - gender
 - personal experiences
 - sexuality
 - own relationship
- sources of professional support and professional development.
- factors to consider in preparing for delegation, including:
 - local delegation policies and procedures
 - allied health assistant role in delegation
 - allied health assistant scope of practice in delegation
- escalation procedures when delegation practice not effective or delegated task is of concern
- effective communication for delegation
- documentation of delegated task
- identifying and acknowledging reactions and responses to interactions and situations
- analysing own errors
- identifying areas of practice to be challenged.

ASSESSMENT CONDITIONS	<p>Skills must be demonstrated in the workplace or in a simulated environment. All aspects of the performance evidence must have been demonstrated using simulation prior to being demonstrated in the workplace.</p> <p>Assessment must ensure:</p> <ul style="list-style-type: none"> ■ access to suitable facilities, equipment and resources that reflect real working conditions and model industry operating conditions and contingencies ■ access case information or clinical scenarios ■ access to organisational policies and procedures ■ opportunities for engagement with real people accessing allied health services. <p>Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors and be an allied health assistant with a minimum of three years of professional experience in allied health services or a recognised Allied Health Professional.</p>
LINKS	<p>Companion Volume Implementation Guide</p>