# Combined Advanced Practice education curriculum

The Victoria competency based workplace curriculum and the Queensland centrally coordinated and delivered curriculum combined.

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| Principles | |
| clinically orientated |  |
| problem based learning approach |  |
| adult learning principals | Doing rather than watching  Immediate relevance  Active involvement  Clear goals and objectives  Constructive feedback  Opportunities for reflection |
| Aligned with standard of practice and professional body statements |  |
| Consistent with scope of practice |  |
| Consistent with clinical guidelines |  |
| Mentorship programme | Roles and responsibilities: trust, respect, commitment, accessibility, being flexible and adaptable, professionalism, broad problem-solving skills, active listening, mutual goal setting, formulation of action plans and goals. |
| Methods | |
| Discussion of clinical cases |  |
| Learning Needs Analysis |  |
| Clinical Practice Review sessions |  |
| Didactic teaching (providing and receiving) |  |
| Graduated participation in screening clinics |  |
| Case presentations |  |
| Chart reviews |  |
| Formal and informal reflective practice |  |
| Problem based learning activities & literature reviews |  |
| Clinical practice within MDT (remaining 0.9 FTE) |  |
| Role specific teaching about non-clinical elements of role and opportunities within the role |  |
| regular videoconference sessions |  |
| face to face workshops |  |
| Self-directed online learning modules |  |
| Supervision and mentorship plan |  |
| Evidence can be gathered by direct witness by assessor, reviewed later with assessor or through 3rd party if witnessed by another colleague |  |
| Descriptors of expected performance are available for learners, assessors and mentors |  |
| Reviews of difficult cases with expert clinicians |  |
| Curriculum content | |
| Professional behaviours of a Clinical Leader | including role and capabilities, operating within scope of practice, displaying accountability and demonstrating a commitment to lifelong learning |
| Advanced communication strategies | with patients, colleagues (including medical specialists, general practitioners and allied health professionals), internal and external stakeholders |
| Provision and Co-ordination of Care | Assessment, management planning and treatment (direction) of patients with complex MSK conditions by regions and systems, |
|  | Advanced clinical reasoning |
|  | Differential diagnosis |
|  | Role of screening including assessment for serious and sinister pathology and consideration of red flags and masqueraders |
|  | Consideration, presentations and implications of comorbidities |
|  | The role of further investigations and appropriate integration of investigation into patient assessment and management |
|  | Decision making and clinical reasoning to identify and implement appropriate management and pathways of care, including escalation of patient care and case management of complex patient presentations |
|  | Multidisciplinary team roles and integrated service delivery |
|  | Evaluate referrals |
|  | Perform health assessment, |
|  | Apply the use of radiological investigations, radiology safety, indications, how to request, interpreting plain film imaging |
|  | Apply use of pathological tests, haematology, biochemistry, assessment of pathology, pathology as an aid to differential diagnosis. |
|  | Apply use of therapeutic medicines, basic pharmacology, medication history taking, pain and analgesia, other pharmacological agents |
|  | Formulate and implement a management or intervention plan |
|  | Monitor and escalate care |
|  | Specific MSK conditions |
|  | Differential diagnosis |
|  | MSK presentations in paediatrics |
|  | Diabetes |
| Assessment | |
| Formative and Summative |  |
| Assessment principles: validity, reliability, flexibility, fairness, sufficiency |  |
| Self-assessment / Learning Needs analysis |  |
| Workplace assessors meet a specified criteria |  |
| A performance appraisal by an experienced Clinical Lead Physiotherapist (at commencement and toward completion of the program) |  |
| Multiple work based observational assessments conducted by peers and Education Coordinator/s |  |
| Case based presentations |  |
| Chart reviews |  |
| Observed clinical practice of participants at the commencement (formative) and completion (summative) of the program |  |
| Maintenance of a clinical log and professional practice portfolio |  |