Rural and Remote Generalist: Allied Health Project Report Attachments

December 2013
The Greater Northern Australia Regional Training Network is a cross-jurisdictional collaboration between the Western Australia, Queensland and Northern Territory Departments of Health, made possible by funding provided by Health Workforce Australia through the Integrated Regional Clinical Training Networks initiative.

This report was commissioned by the GNARTN Council. The findings, outcomes and recommendations of this report, do not constitute agreement or endorsement from the individual partners or governments who are party to the GNARTN Council and/or its processes.

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NOTE: The Project Excel spreadsheet has not been able to be reproduced in this document and is only available by request or via the GNARTN web link.

Document Control

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<td>08/11/13</td>
<td>Ilsa Nielsen</td>
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<td>Ilsa Nielsen</td>
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Document sign off

Name   Dr Scott Davis
Position Senior Director, GNARTN
Date   04/03/14

Document endorsed

GNARTN Rural and Remote Generalist: Allied Health Steering Committee
Date   07/01/14

GNARTN Council
Date   04/03/14
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Attachment 1 Excel Spreadsheet

The Project Excel spreadsheet has not been able to be reproduced in this document and is only available by request or via the GNARTN web link http://www.gnartn.org.au/projects/expanded-scope-rural-remote-allied-health-generalist-project/

Attachment 2 Full task list by clinical area

Full task list by clinical area

The task list was generated by aggregating data collected by the five project sites on the clinical tasks undertaken to deliver their services.

Explanatory note - Task frequency:

- **High frequency**
  - Task occurs at least once a week
- **Moderate frequency**
  - Task occurs less than weekly but more than monthly
- **Low frequency**
  - Task occurs monthly or less frequently
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<th>Task Code</th>
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<tr>
<td>AD01</td>
<td>(Assessment)</td>
<td>Screening assessment - domestic ADL and personal ADL</td>
<td>Subjective screening assessment of client's current roles, capacity to complete and support in place in relation to (1) Domestic ADL including cooking, laundry, cleaning, (2) Personal ADL including showering, toileting, grooming, dressing and (3) Instrumental ADL including shopping, appointments and financial management. Identify client (and carer) concerns. Review client file and liaise with MDT members as required. Integrate findings into recommendations and/or intervention plan.</td>
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<td>AD02</td>
<td>(Assessment)</td>
<td>Assessment - instrumental ADL</td>
<td>Comprehensive subjective assessment (and objective assessment where relevant) of client's capacity to complete instrumental ADL tasks (money management and budgeting, school, work, accessing community services and transport, shopping, hunting, fishing, transport, leisure, playing cards)</td>
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<tr>
<td>AD03</td>
<td>(Assessment)</td>
<td>Assessment - domestic ADL (meal preparation and cooking)</td>
<td>Review initial assessment and obtain information regarding clients’ meal prep including routine and ingredients used. Liaise with MDT members and ensure awareness of any dietary/swallowing alerts. Assess client’s ability to prepare hot drink and simple snack in kitchen environment. Observe functional ability including sequencing, planning, problem solving, safety, mobility, level of assistance required, and indications for aids. Make recommendations based on assessment.</td>
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<tr>
<td>AD04</td>
<td>(Assessment)</td>
<td>Assessment - domestic ADL (cleaning, laundry, other)</td>
<td>Subjective and objective assessment of client's capacity to complete domestic ADL tasks (e.g. cleaning, laundry, collecting wood and making a camp fire)</td>
<td>2</td>
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<tr>
<td>AD05</td>
<td>(Assessment)</td>
<td>Review client’s information regarding dressing routine/clothing normally worn. Assess clients ability to dress/undress self (+/- aid). Review of capacity to plan and carry out task safely, use of upper and lower limbs, level of assistance required. Findings contribute to development of recommendations on training / intervention strategies and equipment needs.</td>
<td>4</td>
<td>High</td>
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<tr>
<td>AD06</td>
<td>(Assessment)</td>
<td>Review client’s information regarding grooming. Assess client’s ability to undertake grooming tasks including washing face, cleaning teeth, brushing hair, shaving or applying make up (as relevant). Review of capacity to plan and carry out task safely, use of upper limbs, level of assistance required. Findings contribute to development of recommendations regarding training and equipment.</td>
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<tr>
<td>AD07</td>
<td>(Assessment)</td>
<td>Review information obtained in initial assessment regarding client’s home environment (toilet setup). Review client’s continence and mobility status in medical record and liaise with other MDT members. Assess client’s ability to toilet self, including functional assessment of mobility, cognition and planning of task, hygiene and level of assistance required. Findings contribute to development of recommendations pertaining to equipment needs, safety, and assistance required.</td>
<td>4</td>
<td>High</td>
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<tr>
<td>AD08</td>
<td>(Assessment)</td>
<td>Review client information regarding client's home environment and mobility status; liaise with other MDT members. Assess client's performance of bathing/showering task including set up, showering (all areas washed), drying, use of equipment, safety (hot water). Make include use of standard assessment tool. Make recommendations including equipment needs, safety, and level of assistance required.</td>
<td>4</td>
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<tr>
<td>AD09</td>
<td>(Assessment)</td>
<td>Assessment - personal ADL (feeding)</td>
<td>Review client information regarding food preferences/diet and any current aids. Assess client's ability to feed self, including capacity to plan and undertake the task, and upper limb function. Findings contribute to development of recommendations pertaining to equipment needs, assistance required and intervention/training plan.</td>
<td>2</td>
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<tr>
<td>AD10</td>
<td>(Assessment)</td>
<td>Screening assessment - home environment</td>
<td>Screening assessment including subjective assessment and basic observational assessment of client in home environment. Observation of environmental hazards and client's ability to access and function within their home environment with an emphasis on minimum function required for safety. May include recommending or actioning minor alterations (with permission) to environment, where indicated, to maximise safety and independence (e.g. mats, furniture position). Screening assessment includes observation of client in all relevant areas of home - bathroom and toilet, kitchen and access areas. Findings may contribute to prioritisation for referral or more comprehensive review or inform care coordination decisions (e.g. discharge, support requirements)</td>
<td>2</td>
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<tr>
<td>AD11</td>
<td>(Assessment)</td>
<td>Assessment - home environment</td>
<td>Conduct comprehensive assessment of home environment. Assess client's ability to access and function within their home environment, and suitability of environment considering client's functional capacity. May include recommending or actioning minor alterations (with permission) to environment, where indicated, to maximise safety and independence (e.g. mats, furniture position). Assessment includes bathroom and toilet setup, kitchen layout and equipment, existing home modifications and access. This task is undertaken prior to prescription of home modifications/equipment or to establish client's current ability to function safely at home.</td>
<td>4</td>
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<td>Task Code</td>
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<td>AD12</td>
<td>(Assessment)</td>
<td>Assessment - community safety</td>
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<td>Assess client’s ability to carry out tasks in the community relevant to client's everyday life. Includes assessing ability to cross the road safely, scan for potential hazards in the environment, and follow signs/road safety rules. Focus of assessment is on the potential and need for rehabilitation and performance improvement intervention. Supervise client's performance and provide feedback and recommendations.</td>
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<tr>
<td>AD13</td>
<td>(Intervention)</td>
<td>Home modifications (Minor)</td>
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<td>Plan with the client the most suitable alterations to home environment e.g. bathroom. Measure appropriate permanent placement of basic modifications within the home and prescribe most suitable aids/grab rails to suit patient +/- family/carers. Prescribe minor home modifications such as grab rail, handrail, step modification, wedge ramps, non-slip floors and hand held shower hoses to meet client’s functional needs. Document recommendations in written report/request document and provide to relevant installer/provider e.g.. Housing Department, private builder. Review status of recommended modifications to ensure consistency with prescription, patient needs and relevant standards. Educate and train client +/- family on safe use.</td>
<td>4</td>
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<tr>
<td>AD14</td>
<td>(Intervention)</td>
<td>Home modifications (Major)</td>
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<td></td>
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<td>Plan with the client the most suitable alterations to the home and environment.Prescribe major home modifications such as ramps (or temporary ramps in interim), major bathroom modifications, widening of door and hallways to meet client’s functional needs. Measure dimensions using appropriate standards (e.g. the Australian Ramp standards). Document recommendations and forward to relevant agencies. Liaise with agencies to complete the work. Review status of recommended modifications to ensure consistency with prescription, patient needs and relevant standards. Educate client +/- family on safe use of installed modifications.</td>
<td>4</td>
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<td>Task Code</td>
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<td>AD15</td>
<td>(Intervention)</td>
<td><strong>Equipment - shower chair &amp; shower stool</strong>&lt;br&gt;Prescribe shower equipment (shower chair &amp; shower stool) based on assessment findings, informed by client’s functional and safety needs and environmental assessment of home. May include sourcing and supply of equipment (e.g. health service equipment pool) or provision of information to client / carer on sourcing. Set-up and install equipment or provide information to client / carer on set-up and installing (including safety checklist). Provide education and training to client +/- carer on the use of equipment and care / maintenance / safety matters. Training may include demonstration of use and practice. Review following trial to ensure equipment is meeting needs.</td>
<td>4</td>
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<tr>
<td>AD16</td>
<td>(Intervention)</td>
<td><strong>Equipment - raised toilet seat &amp; toilet surround</strong>&lt;br&gt;Prescribe equipment (raised toilet seat &amp; toilet surround) based on assessment findings, informed by client's functional and safety needs and environmental assessment of home. May include sourcing and supply of equipment (e.g. health service equipment pool) or provision of information to client / carer on sourcing. Set-up and install equipment or provide information to client / carer on set-up and installing (including safety checklist). Provide education and training to client +/- carer on the use of equipment and care / maintenance / safety matters. Training may include demonstration of use and practice. Review following trial to ensure equipment is meeting needs.</td>
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<tr>
<td>AD17</td>
<td>(Intervention)</td>
<td><strong>Equipment - over toilet frame</strong>&lt;br&gt;Prescribe equipment (raised toilet seat &amp; toilet surround) based on assessment findings, informed by client's functional and safety needs and environmental assessment of home. May include sourcing and supply of equipment (e.g. health service equipment pool) or provision of information to client / carer on sourcing. Set-up and install equipment or provide information to client / carer on set-up and installing (including safety checklist). Provide education and training to client +/- carer on the use of equipment and care / maintenance / safety matters. Training may include demonstration of use and practice. Review following trial to ensure equipment is meeting needs.</td>
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<td>AD18</td>
<td>(Intervention) Equipment - mobile shower commode</td>
<td>Prescribe equipment (mobile shower commode) based on assessment findings, informed by client's functional and safety needs and environmental assessment of home. May include sourcing and supply of equipment (e.g. health service equipment pool) or provision of information to client / carer on sourcing. Set-up and install equipment or provide information to client / carer on set-up and installing (including safety checklist). Provide education and training to client +/- carer on the use of equipment and care / maintenance / safety matters. Training may include demonstration of use and practice. Review following trial to ensure equipment is meeting needs.</td>
<td>3</td>
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<tr>
<td>AD19</td>
<td>(Intervention) Equipment - bedside commode (static)</td>
<td>Prescribe equipment (static commode) based on assessment findings, informed by client's functional and safety needs and environmental assessment of home. May include sourcing and supply of equipment (e.g. health service equipment pool) or provision of information to client / carer on sourcing. Set-up and install equipment or provide information to client / carer on set-up and installing (including safety checklist). Provide education and training to client +/- carer on the use of equipment and care / maintenance / safety matters. Training may include demonstration of use and practice. Review following trial to ensure equipment is meeting needs.</td>
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<tr>
<td>AD20</td>
<td>(Intervention) Equipment - transfer bench</td>
<td>Prescribe equipment (Tub Transfer Bench) based on assessment findings, informed by client's functional and safety needs and environmental assessment of home. May include sourcing and supply of equipment (e.g. health service equipment pool) or provision of information to client / carer on sourcing. Set-up and install equipment or provide information to client / carer on set-up and installing (including safety checklist). Provide education and training to client +/- carer (and health care staff if relevant e.g. nurses) on the use of equipment and care / maintenance / safety matters. Training may include demonstration of use and practice. Review following trial to ensure equipment is meeting needs.</td>
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<td>AD21</td>
<td>(Intervention) Equipment - kitchen aids</td>
<td>Prescribe equipment to increase functional independence of client in kitchen tasks based on assessment findings, informed by client's functional and safety needs and environmental assessment of home. Equipment includes kitchen stool and kitchen trolley. May include sourcing and supply of equipment (e.g. health service equipment pool) or provision of information to client / carer on sourcing. Set-up and install equipment or provide information to client / carer on set-up and installing (including safety checklist). Provide education and training to client +/- carer on the use of equipment and care / maintenance / safety matters. Training may include demonstration of use and practice. Review following trial to ensure equipment is meeting needs.</td>
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<td>AD22</td>
<td>(Intervention) Equipment - ADL aids (assistive technology)</td>
<td>Prescribe equipment to increase functional independence of client in ADL tasks based on assessment findings, and informed by client's function and safety. Equipment primarily includes long handled aids, modified cutlery and utensils, and similar assistive technology. May include sourcing and supply of equipment or provision of information to client / carer on sourcing. Provide education and training to client +/- carer on the use of equipment and care / maintenance / safety matters. Training may include demonstration of use and practice. Review following trial to ensure equipment is meeting needs.</td>
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<tr>
<td>AD23</td>
<td>(Intervention) Functional training - Personal ADL (toileting)</td>
<td>Training of safe and efficient ways to perform Personal ADL tasks (toileting) to optimise function. Can include practice with instruction and demonstration, prompting, assistance or supervision with the emphasis on encouraging independence. Training may include use of one handed techniques, compensatory strategies, positioning, adjustment of environment. Where relevant / possible, training to include client's carer or health care staff. Actions include documenting progress and liaison with MDT, and ensuring appropriate environmental and equipment needs are available within the training environment (i.e. ward, clinic, home).</td>
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<td>AD24</td>
<td>(Intervention) Functional training - Personal ADL (showering)</td>
<td>Training of safe and efficient ways to perform Personal ADL tasks (showering) to optimise function. Can include practice with instruction and demonstration, prompting, assistance or supervision with the emphasis on encouraging independence. Training may include use of one handed techniques, compensatory strategies, positioning, adjustment of environment. Where relevant / possible, training to include client's carer or health care staff. Actions include documenting progress and liaison with MDT, and ensuring appropriate environmental and equipment needs are available within the training environment (i.e. ward, clinic, home).</td>
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<td>AD25</td>
<td>(Intervention) Functional training - Personal ADL (dressing)</td>
<td>Training of safe and efficient ways to perform Personal ADL tasks (dressing) to optimise function. Can include practice with instruction and demonstration, prompting, assistance or supervision with the emphasis on encouraging independence. Training may include use of one handed techniques, compensatory strategies, positioning, adjustment of environment. Where relevant / possible, training to include client's carer or health care staff. Actions include documenting progress and liaison with MDT, and ensuring appropriate environmental and equipment needs are available within the training environment (i.e. ward, clinic, home).</td>
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<td>AD26</td>
<td>(Intervention) Functional training - Personal ADL (grooming)</td>
<td>Training of safe and efficient ways to perform Personal ADL tasks (grooming) to optimise function. Can include practice with instruction and demonstration, prompting, assistance or supervision with the emphasis on encouraging independence. Training may include use of one handed techniques, compensatory strategies, positioning, adjustment of environment. Where relevant / possible, training to include client's carer or health care staff. Actions include documenting progress and liaison with MDT, and ensuring appropriate environmental and equipment needs are available within the training environment (i.e. ward, clinic, home).</td>
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<tr>
<td>AD27</td>
<td>(Intervention)</td>
<td>Functional training - Personal ADL (feeding)</td>
<td>Training of safe and efficient ways to perform Personal ADL tasks (feeding) to optimise function. Can include practice with instruction and demonstration, prompting, assistance or supervision with the emphasis on encouraging independence. Training may include use of one handed techniques, compensatory strategies, positioning, adjustment of environment. Where relevant / possible, training to include client's carer or health care staff. Actions include documenting progress and liaison with MDT, and ensuring appropriate environmental and equipment needs are available within the training environment (i.e. ward, clinic, home).</td>
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<tr>
<td>AD28</td>
<td>(Intervention)</td>
<td>Functional needs - Domestic ADL (shopping, medications, housework, laundry)</td>
<td>Collaboratively identify and problem solve with client and carers safe and efficient ways to carry out basic shopping, attend appointments, manage medications, housework and laundry, to optimise function. Strategies may include functional retraining, task modification strategies, and use of supporting services. Actions include liaison with MDT and community services and ensuring appropriate supports are available.</td>
<td>1</td>
</tr>
<tr>
<td>AD29</td>
<td>(Intervention)</td>
<td>Functional training - Domestic ADL (basic meal preparation)</td>
<td>Training of safe and efficient ways to prepare basic meal (e.g. tea and toast) to optimise function. Can include practice with instruction and demonstration, prompting, assistance or supervision with the emphasis on encouraging independence. Training may include use of one handed techniques, compensatory strategies, positioning, adjustment of environment, cognitive and perceptual training techniques and compensatory strategies. Where relevant / possible, training to include client's carer. Actions include documenting progress and liaison with MDT, and ensuring appropriate environmental and equipment needs are available within the training environment (i.e. ward, clinic, home).</td>
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<tr>
<td>AD30</td>
<td>(Intervention) Training carer in Personal ADL support strategies</td>
<td>Provide education and training to increase the carer’s capacity to provide support to client in PADL tasks (showering, dressing, feeding, grooming, toileting). Strategies trained may include use of ADL equipment, positioning for ADLs, facilitating compensatory strategies.</td>
<td>1</td>
<td>Moderate</td>
</tr>
<tr>
<td>AD31</td>
<td>(Intervention) Community safety activities &amp; practice</td>
<td>Develop a program of community activities based on assessment findings (e.g. cross the road safely, scan for potential hazards in the environment, and follow signs/road safety rules). Supervise client to complete community activities and practice safe manoeuvres. Allow client to make decisions, only intervene when necessary. Provide instruction if needed. Present feedback.</td>
<td>1</td>
<td>High</td>
</tr>
<tr>
<td>AD32</td>
<td>(Intervention) Return to work support strategies</td>
<td>Collaboratively develop support strategies to facilitate return to work. May include providing functional training, advice / education to client and other parties and advocacy.</td>
<td>1</td>
<td>Low</td>
</tr>
<tr>
<td>BB01</td>
<td>(Assessment) Screening assessment - Continence</td>
<td>Brief subjective screening assessment of continence focussing on identification of issues by client/family/caregiver. Screening questions include continence history, episodes of incontinence and current aids. Findings indicate need for further assessment by practitioner or other member of team (e.g. Continence RN)</td>
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<tr>
<td>BB02</td>
<td>(Assessment)</td>
<td>Subjective assessment of continence (may use standardised assessment tool) including general medical history, diagnostic imaging reports, symptoms, continence patterns, current management, bowel patterns, functional concerns, oral intake, cognitive/psychosocial information. If indicated, may include collecting weight and height measurements. If indicated, refer to other team members (RN, doctor) for physical examination or diagnostic investigations.</td>
<td>4</td>
<td>Moderate</td>
</tr>
<tr>
<td>BB03</td>
<td>(Intervention)</td>
<td>Contribute to and educate client on program. Educate client on diet, toileting and exercises. Information presented in written/verbal form. Review client to provide feedback and address questions. Refer to continence services if indicated.</td>
<td>3</td>
<td>Low</td>
</tr>
<tr>
<td>BB04</td>
<td>(Intervention)</td>
<td>Prescribe and trial continence aids based on assessment findings, including liaison with continence nurse or other specialist continence advisor as required. Recommend most appropriate form of continence aid to be trialled (e.g. pads, bottle) including the fluid capacity, size and type. May include sourcing +/- supplying continence aids through subsidy program (if relevant to service). Follow-up/review.</td>
<td>2</td>
<td>Moderate</td>
</tr>
<tr>
<td>CV01</td>
<td>(Assessment)</td>
<td>Conduct standardised six-minute walk test (6MWT) following written instructions and prompts. Safety requirements relevant to setting and patient group are to be met. For patients with cardiovascular compromise or with risk factors (e.g. history of cardiac event, angina etc.) safety requirements include access to and capability to use oxygen and defibrillator, and having nursing staff or emergency team available in case of emergency.</td>
<td>3</td>
<td>Moderate</td>
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<tr>
<td>CV02</td>
<td>(Assessment) Assessment (subjective) - functional exercise tolerance</td>
<td>Subjective assessment of perceived endurance levels, exercise tolerance, and related signs and symptoms such as breathlessness, fatigue and rests required to complete ADL tasks. Information collection from client, carer / family and other members of healthcare team.</td>
<td>1</td>
<td>Moderate</td>
</tr>
<tr>
<td>CV03</td>
<td>(Intervention) Education - exercise tolerance &amp; cardiovascular / cardiopulmonary disease</td>
<td>Provide education and advice to client/family/carer/healthcare team members on the implications of a range of conditions such as COPD, cardiovascular conditions, and general deconditioning, on functional exercise tolerance. Includes general information on strategies for increasing independence and capacity in ADL such as task modification and scheduling, use of positioning, rests, and aids.</td>
<td>1</td>
<td>Low</td>
</tr>
<tr>
<td>CV04</td>
<td>(Intervention) Exercise program - exercise tolerance and general fitness</td>
<td>Prescribe an individual program for improving exercise tolerance. Indications for program include clients with COPD, cardiovascular conditions, cancer, and general deconditioning. Design of exercise program is based on assessment findings, assessment of risk and client response to exercise, and is informed by client's goals and functional performance needs in ADL. Provide instructions to client (+/-carer/family member), and supervise exercise program providing feedback and monitoring response to training (monitoring includes observation and measurement e.g. HR, BP, SaO2, respiratory rate). Supervision is generally direct when first prescribed/revised but may be progressed to indirect supervision / home program if risk level is acceptable. Review client's program and progress as required.</td>
<td>3</td>
<td>Moderate</td>
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**CHRONIC DISEASE PREVENTION & MANAGEMENT**
<table>
<thead>
<tr>
<th>Task Code</th>
<th>Task type &amp; title</th>
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</thead>
<tbody>
<tr>
<td>CD01</td>
<td>(Assessment) Stages of change assessment and motivational interviewing</td>
<td>Assess client's readiness to change, using standard process, to identify appropriate education activities / information relevant for addressing chronic disease risk factors.</td>
<td>2</td>
<td>High</td>
</tr>
<tr>
<td>CD02</td>
<td>(Assessment) Screening assessment - risk of diabetes</td>
<td>Administer standardised screening tool (AusDiab) to assess for risk of type 2 diabetes mellitus. Document outcome and action referral and further assessment (if required) based on findings.</td>
<td>1</td>
<td>High</td>
</tr>
<tr>
<td>CD03</td>
<td>(Intervention) Brief intervention - physical activity</td>
<td>Provides brief interventions using the National Physical Activity Guidelines for clients with identified risk factors for chronic disease relevant to physical activity.</td>
<td>1</td>
<td>Moderate</td>
</tr>
<tr>
<td>CD04</td>
<td>(Intervention) Brief intervention - nutrition</td>
<td>Provides brief interventions using the Australian Dietary Guidelines (ADGs) for clients with identified risk factors for chronic disease relevant to nutrition.</td>
<td>2</td>
<td>High</td>
</tr>
<tr>
<td>CD05</td>
<td>(Intervention) Education - diabetes</td>
<td>Assess client's (and carer's) current knowledge and understanding of diabetes. Provide education resources and education program about diabetes and diabetes management strategies.</td>
<td>1</td>
<td>High</td>
</tr>
<tr>
<td>CD06</td>
<td>(Intervention) Education - asthma</td>
<td>Assess client's (and carer's) current knowledge and understanding of asthma. Provide education resources and education program about asthma and asthma management strategies (e.g. triggers).</td>
<td>1</td>
<td>High</td>
</tr>
<tr>
<td>CD07</td>
<td>(Intervention) Education - hypertension</td>
<td>Assess client's (and carer's) current knowledge and understanding of hypertension. Provide education resources and education program about hypertension and management strategies.</td>
<td>1</td>
<td>High</td>
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<tr>
<td>CD08</td>
<td>(Health Promotion / Community Strategies)</td>
<td>Provide group based education focussing on chronic disease (risk factor) awareness and prevention of chronic disease</td>
<td>1</td>
<td>Moderate</td>
</tr>
<tr>
<td>CD09</td>
<td>(Health Promotion / Community Strategies)</td>
<td>Facilitate a men's group with a focus on engaging participants in meaningful, health promoting activities. Provide education on health conditions and promote healthy lifestyle choices.</td>
<td>1</td>
<td>High</td>
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**COGNITION, PERCEPTION & MEMORY**

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<tr>
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<tr>
<td>CP01</td>
<td>(Assessment)</td>
<td>Gather information relating to a client's cognition using medical records, discussions with carer/family, other clinicians and staff working with the client (aged care, school, clinic, etc.). Precedes formal assessment of cognition.</td>
<td>1</td>
<td>Moderate</td>
</tr>
<tr>
<td>CP02</td>
<td>(Assessment)</td>
<td>Formal screening assessment of client's cognitive capacity such as recall, memory, orientation and executive function. Includes use of one or more standardised tests, most commonly MOCA, MMSE, RUDAS, BADS, LOTCA, PAS.</td>
<td>3</td>
<td>Moderate</td>
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<tr>
<td>CP03</td>
<td>(Assessment)</td>
<td>Screening assessment - cognition (sKICA screen short version)</td>
<td>Cognitive screening tool for dementia in Indigenous Australians aged 45 years and above. Screens client’s current ability in orientation, verbal comprehension, verbal fluency, visual naming, free and cued recall, and frontal/executive function. Can be used in conjunction with the sKICA informant/carer questionnaire. Score of 21/25 &amp; below indicates possible cognitive impairment and indicates need for further assessment/referral to geriatrician or physician and other health professionals.</td>
<td>2</td>
</tr>
<tr>
<td>CP04</td>
<td>(Assessment)</td>
<td>Screening assessment - cognition (using standardised tool: KICA-Cog Informant Questionnaire)</td>
<td>The second part of the sKICA (Kimberley Indigenous Cognitive Assessment). Score of 33/39 and below indicates possible dementia. Includes carer/informant questions (KICA-carer)</td>
<td>1</td>
</tr>
<tr>
<td>CP05</td>
<td>(Assessment)</td>
<td>Comprehensive assessment - cognition</td>
<td>Identify indications for comprehensive cognitive assessment using previous assessment outcomes and clinical reasoning. Administer cognitive assessments to client to examine areas of impairment indicated in previous testing including orientation, language, memory, reasoning, calculation, and construction. Includes the following standardized cognitive assessments: Cognistat, Rivermead Behavioural Memory Test, Cognitive Assessment of Minnesota, Adult Perceptual Screening Test, and the Addenbrookes Cognitive Examination. Review outcomes and form intervention plan including therapy, recommendations, D/C planning, referral to specialist services.</td>
<td>3</td>
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<tr>
<td>CP06</td>
<td>(Assessment)</td>
<td>Assessment - perception (primarily visio-perceptual)</td>
<td>Formal or standardised assessment of clients perceptual abilities, primarily visual/visual-motor. Examination of Visio-perceptual skills including figure-ground, spatial awareness, form constancy, visual discrimination, proprioception, spatial relations, visual analysis, visual memory, visual sequential memory and VMI using Beery VMI, VMI - visual perception, handwriting samples, T-VPS, MVPT).</td>
<td>2</td>
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<tr>
<td>CP07</td>
<td>Brief intervention - cognition (dementia &amp; memory)</td>
<td>Provide brief intervention based on assessment findings related to behaviour management strategies, compensatory memory strategies, and education. May also include referral to Psychogeriatric Service or Geriatrician as indicated.</td>
<td>1</td>
<td>Moderate</td>
</tr>
<tr>
<td>CP08</td>
<td>Brief intervention - cognition (attention related activities)</td>
<td>Provide brief intervention based on assessment findings related to attentional rehabilitation strategies, written exercises, education, and recommendations.</td>
<td>1</td>
<td>Moderate</td>
</tr>
<tr>
<td>CP09</td>
<td>Therapy program - cognition (education, recommendations and strategies)</td>
<td>Interpret comprehensive formal cognitive assessment results combined with functional assessment results to document and present to MDT for incorporation into care planning. Provide education to client, carer and/or family on the results of cognitive assessment and discuss the relationship between cognition problems and client's everyday functioning. Prescribe cognitive training and compensatory strategies and recommendations. Provide training, education and instruction to clients, carers and/or relevant staff working with the client. Intervention may include cognitive retraining, skill based programs, environmental cues and modifications. Recommendations may include the level of supervision/assistance required to complete ADL, optimal strategies to promote independence and ensure safety, and recommend appropriate aids / supports.</td>
<td>4</td>
<td>Moderate</td>
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<tr>
<td>CP10</td>
<td>Therapy program - Perceptual (visual) interventions</td>
<td>Provide interventions designed to improve perception, or provide awareness and skills to help live more independently with perceptual deficits. Perception education is mainly focussed on visual perception in this context. Maybe conducted through individual and group therapy, school and home programs. May include repetition of skills, scanning strategies, tabletop activities and worksheets.</td>
<td>2</td>
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<tr>
<td>CH01</td>
<td>(Assessment)</td>
<td>Screening assessment - speech</td>
<td>Assessment of speech sounds and intelligibility using informal measures and observation (e.g. conversation, picture books, play). Screening generally precedes more detailed / comprehensive formal review of communication.</td>
<td>3</td>
</tr>
<tr>
<td>CH02</td>
<td>(Assessment)</td>
<td>Assessment - speech</td>
<td>Assessment of speech sounds and intelligibility using formal standardised tools. (DEAP, Articulation Survey, Early Articulation Screener, Speech Survey)</td>
<td>3</td>
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<tr>
<td>CH03</td>
<td>(Assessment)</td>
<td>Screening assessment - receptive language skills</td>
<td>Assessment of receptive language skills using informal measures, such as speech screening tool, gathering subjective information from caregivers, school, clinic</td>
<td>3</td>
</tr>
<tr>
<td>CH04</td>
<td>(Assessment)</td>
<td>Assessment - receptive language skills</td>
<td>Assessment of receptive language skills using formal standardised tools. (Preschool CELF, CELF-4)</td>
<td>3</td>
</tr>
<tr>
<td>CH05</td>
<td>(Assessment)</td>
<td>Screening assessment - expressive language skills</td>
<td>Assessment of expressive language skills using informal measures, such as speech screening tool, gathering subjective information from caregivers, school, clinic</td>
<td>3</td>
</tr>
<tr>
<td>CH06</td>
<td>(Assessment)</td>
<td>Assessment - expressive language skills</td>
<td>Assessment of expressive language skills using formal standardised tools. PLS-5, CELF-P2, CELF-4, EOWPVT, Renfrew Action Picture Test (RAPT), Bus Story, TOLD (test of language development)</td>
<td>3</td>
</tr>
<tr>
<td>CH07</td>
<td>(Assessment)</td>
<td>Assessment - pragmatic language skills</td>
<td>Assessment of pragmatic language skills using informal and formal measures.</td>
<td>2</td>
</tr>
<tr>
<td>CH08</td>
<td>(Assessment)</td>
<td>Assessment - fluency</td>
<td>Formal assessment of types and frequency of dysfluencies/stutters in conversation % syllables stuttered (%SS) etc.</td>
<td>1</td>
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<tr>
<td>CH09</td>
<td>(Assessment) Assessment - non-verbal communication</td>
<td>Assessment of non-verbal communication skills in relation to decision-making regarding use of alternative augmentative communication (AAC).</td>
<td>2</td>
<td>Moderate</td>
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<tr>
<td>CH10</td>
<td>(Assessment) Screening assessment - voice</td>
<td>Assessment of voice quality using informal measures</td>
<td>1</td>
<td>Low</td>
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<tr>
<td>CH11</td>
<td>(Assessment) Assessment - voice</td>
<td>Assessment of voice through use of formal assessment measures / standardised assessment instruments. Also includes informal assessment of vocal hygiene/voice presentations +/- instrumental measures for hoarseness/ breathiness/ volume</td>
<td>1</td>
<td>Low</td>
</tr>
<tr>
<td>CH12</td>
<td>(Assessment) Assessment - phonological awareness/ pre-literacy skills</td>
<td>Formal and informal assessment of pre-literacy skills needed for the development of reading and writing skills. i.e. rhyming, blending and segmenting of sounds, syllable segmenting sound/letter identification etc.</td>
<td>1</td>
<td>Low</td>
</tr>
<tr>
<td>CH13</td>
<td>(Assessment) Assessment - literacy</td>
<td>Formal and informal assessment of literacy (reading &amp; writing) skills. Formal assessment may include QUIL (Queensland University Inventory of Literacy), SA Spelling Test (SPAT), Reading test (refer WA Education department). Informal may comprise nonsense word spelling test, oral reading.</td>
<td>1</td>
<td>Low</td>
</tr>
<tr>
<td>CH14</td>
<td>(Intervention) Prescribe and trial alternative augmentative communication (AAC) devices</td>
<td>Prescribe, train, trial and review patient/carer use of an alternative and augmentative communication device (AAC) to enable increased opportunity for communication and participation (e.g. Lightwriter, Picture-communication board, iPad, GoTalk etc.). Includes trialling the device to determine if appropriate, training with the client and family/teachers etc. on how to use the device and ongoing monitoring on the effectiveness.</td>
<td>3</td>
<td>Low</td>
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<tr>
<td>CH15</td>
<td>(Intervention) Develop / fabricate 'low-tech' alternative augmentative communication (AAC) resource</td>
<td>Develop / fabricate low-tech AAC resource e.g. picture-communication board based on functional communication needs and therapy goals.</td>
<td>2</td>
<td>Low</td>
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<tr>
<td>CH16</td>
<td>(Intervention) Therapy program - language development</td>
<td>Develop therapy program focussing on goals related to client's language development (including expressive and/or receptive language skills), in collaboration with client, carer/key contact/other contact (e.g. teacher). Implement therapy program including education/instruction and training in program and related resources for client/carer/key contact use. Provide regular review / re-assessment and progress program to meet goals.</td>
<td>2</td>
<td>Moderate</td>
</tr>
<tr>
<td>CH17</td>
<td>(Intervention) Therapy program - communication (pragmatic)</td>
<td>Develop therapy program focussing on goals related to client's social skills particularly in the home/classroom, in collaboration with client, carer/key contact/other contact (e.g. teacher). Includes strategies on how to modify the environment and mostly is in relation to clients with ASD. Implement therapy program including education/instruction and training in program and related resources for client/carer/teacher. Provide regular review / re-assessment and progress program to meet goals.</td>
<td>2</td>
<td>Low</td>
</tr>
<tr>
<td>CH18</td>
<td>(Intervention) Therapy program - speech (articulation and phonology)</td>
<td>Develop therapy program focussing on goals related to speech (articulation and phonological), in collaboration with client, carer/key contact/other contact (e.g. teacher). This may involve resource gathering or development. Implement therapy program including education/instruction and training in program and related resources for client/carer/key contact use. Example activities include focus on phonological processes (fronting, gliding, deaffrication, stopping, final consonant deletion, initial consonant deletion etc.); articulation of specific sounds, taught through articulation hierarchy. Provide regular review / re-assessment and progress program to meet goals.</td>
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<td>Moderate</td>
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<tr>
<td>CH19</td>
<td>(Intervention)</td>
<td>Therapy program - speech (oro-motor)</td>
<td>Develop therapy program focussing on goals related to speech oro-motor, in collaboration with client, carer/key contact/other contact (e.g. teacher). This may involve resource gathering or development. Implement therapy program including education/instruction and training in program and related resources for client/carer/key contact use. Example activities include Nuffield Dyspraxia program, oromotor sequencing &amp; coordination. Provide regular review/re-assessment and progress program to meet goals.</td>
<td>3</td>
</tr>
<tr>
<td>CH20</td>
<td>(Intervention)</td>
<td>Therapy program - fluency</td>
<td>Generally implemented as an individual (one-on-one) therapy program, with a home program. Content of therapy program varies with age and clinical presentation. For example, under 7 years old the Lidcombe Program of stuttering intervention is generally used and over 7 years old the Smooth Speech or Camperdown Program of Stuttering intervention.</td>
<td>1</td>
</tr>
<tr>
<td>CH21</td>
<td>(Intervention)</td>
<td>Therapy program - phonological awareness/ pre-literacy skills</td>
<td>Generally implemented as an individual (one-on-one) therapy program, with a home program or school-based program. Multiple therapy strategies may be offered depending on age and clinical presentation. Strategies include rhyming, syllable blending and segmenting, sound &amp; letter awareness, initial sound identification, sound blending etc. Include education to parents/caregivers/teachers and AHA’s.</td>
<td>1</td>
</tr>
<tr>
<td>CH22</td>
<td>(Intervention)</td>
<td>Therapy program - literacy</td>
<td>Generally implemented as an individual (one-on-one) therapy program, with a home program or school-based program. Multiple therapy strategies may be offered depending on age and clinical presentation. Examples: University of Queensland Phonological Awareness for Literacy (UQPAL) program or similar WA based program. Specific skill based informal therapy based on client specific goals. Include education to parents/caregivers/teachers and AHA’s.</td>
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<tr>
<td>CH23</td>
<td>(Intervention)</td>
<td>Therapy program - aphasia</td>
<td>Development (prescription) and delivery/facilitation of a therapy program for adult patients with aphasia. Review and progress program to meet therapy goals.</td>
<td>1</td>
</tr>
<tr>
<td>CH24</td>
<td>(Intervention)</td>
<td>Therapy program - dysarthria</td>
<td>Development (prescription) and delivery/facilitation of a therapy program for adult patients with dysarthria. Review and progress program to meet therapy goals.</td>
<td>1</td>
</tr>
<tr>
<td>CH25</td>
<td>(Intervention)</td>
<td>Therapy program - cognitive-communication therapy</td>
<td>Intervention (Impairment based/functional) targeting cognitive-communication deficits (e.g. problem-solving language tasks, sequencing, attention, auditory memory).</td>
<td>1</td>
</tr>
<tr>
<td>CH26</td>
<td>(Intervention)</td>
<td>Therapy program - voice</td>
<td>Generally implemented as an individual (one-on-one) therapy program, with a home program or school-based program. Program developed to be consistent with ENT Specialist recommendations (where applicable). Implement management program for paediatric voice disorders (vocal hygiene, soft onset, yawning, vocal projection, volume monitoring +/- instrumental feedback). Include education to parents/caregivers/ teachers and AHA's.</td>
<td>1</td>
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<tr>
<td>CH27</td>
<td>(Intervention)</td>
<td>Education - vocal care</td>
<td>Education provided to a patient regarding strategies to improve the care of their voice. Examples include: increase fluid intake, steam inhalations, reduce irritants to voice etc.</td>
<td>1</td>
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<tr>
<td>CH28</td>
<td>(Intervention)</td>
<td>Sign language education and training</td>
<td>Develop and implement intervention targeting a client's ability to use sign and gesture to communicate. Includes training program development, delivery and review / evaluation.</td>
<td>1</td>
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<tr>
<td>CH29</td>
<td>(Intervention) Compensatory communication strategies (communication partner)</td>
<td>Provide training for communication partner in compensatory communication strategies.</td>
<td>1</td>
<td>Low</td>
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<tr>
<td>DV01</td>
<td>(Assessment) Screening assessment - developmental milestones</td>
<td>Administration of a screening tool such as The Ages &amp; Stages Questionnaire (ASQ) to identify developmental delay. This includes gross motor, communication, fine motor, problem solving and social domains.</td>
<td>2</td>
<td>Moderate</td>
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<tr>
<td>DV02</td>
<td>(Assessment) Assessment - developmental (subjective &amp; observational)</td>
<td>Non-standardised assessment of child in their everyday settings. Assessment includes engagement with family and school staff as relevant. Subjective assessment includes client's medical history and accessing information from referrer, signs, symptoms, concerns, current function and problems undertaking ADL and review of school checklist and associated information on learning performance and engagement in schooling. May also information from parents - specific information relating to pregnancy, birthing history, developmental milestones. Objective assessment includes informal observations of clients in the home, clinic, and/or school or within the community with a focus on functional performance of ADL. Findings inform further assessment processes, and recommendations to client and family, school, referrer and (if relevant) other agencies.</td>
<td>2</td>
<td>Moderate</td>
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<tr>
<td>DV03</td>
<td>(Assessment)</td>
<td>Assessment - developmental (using standardised assessment tools) Complete one or more standardised assessments including the ASQ, Beery VMI, KiDSCreen, OT-PSA, clinical observations, COPM, NurtureNet, HELP, PEDI, Sensory Profile, Movement ABC &amp; AIMS. Form of assessment undertaken is based on client's age and developmental concerns as gleaned from initial assessment and information from referrer. Assessment is conducted in the child's home and/or school environment.</td>
<td>3</td>
<td>Moderate</td>
</tr>
<tr>
<td>DV04</td>
<td>(Assessment)</td>
<td>Assessment - developmental (play based observation) Assessment of a child during play to identify any underlying difficulties with play skills, cognition, social/emotional skills, attention, communication and fine motor. Could be in the clinic, preschool/childcare or home setting.</td>
<td>2</td>
<td>High</td>
</tr>
<tr>
<td>DV05</td>
<td>(Assessment)</td>
<td>Assessment - developmental (classroom observation) Assessment of a child's ability to function in the classroom through observation and discussion with the classroom teacher/student support roles</td>
<td>1</td>
<td>Moderate</td>
</tr>
<tr>
<td>DV06</td>
<td>(Assessment)</td>
<td>Assessment - developmental (gross motor skills) Objective assessment of a child's gross motor development in comparison to age expected norm using standardised assessment tools and observation of performance of functional tasks. Tools include AIMS, HELP, Movement ABC, BTMP, BOT2.</td>
<td>2</td>
<td>High</td>
</tr>
<tr>
<td>DV07</td>
<td>(Assessment)</td>
<td>Assessment - developmental (fine motor skills) Objective assessment of a child's fine motor development in comparison to age expected norm using standardised assessment tools and observation of performance of functional tasks. Tools include HELP (Visual motor).</td>
<td>2</td>
<td>High</td>
</tr>
<tr>
<td>DV08</td>
<td>(Assessment)</td>
<td>Assessment - neuro-musculoskeletal (complex paediatric neurological disorder) Objective assessment of a child's neuro-musculoskeletal system and impacts on physical functioning.</td>
<td>1</td>
<td>Low</td>
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<tr>
<td>DV09</td>
<td>(Assessment) Assessment - developmental (Alberta Infant Motor Scale)</td>
<td>Conduct standardised Alberta Infant Motor Scale assessment tool to measure developmental progress compared to age matched norms.</td>
<td>1</td>
<td>Moderate</td>
</tr>
<tr>
<td>DV10</td>
<td>(Assessment) Assessment - developmental (sensory processing)</td>
<td>Examination of child's sensory processing skills and integration including use of Sensory Profile, SP caregiver questionnaire, SP school companion and the Sensory Diary.</td>
<td>2</td>
<td>Moderate</td>
</tr>
<tr>
<td>DV11</td>
<td>(Assessment) Assessment - developmental (child growth trends)</td>
<td>Assess child growth using CDC protocol (either by hand or appropriate WHO/CDC program)</td>
<td>1</td>
<td>Daily</td>
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<tr>
<td>DV12</td>
<td>(Assessment) Assessment - paediatric musculoskeletal (general)</td>
<td>Comprehensive assessment of a client's musculoskeletal and neuromuscular system and how these factors affect the child's functional ability and development. Conduct subjective assessment, review diagnostic reports/imaging (if available), conduct objective assessment which may include observation, measures of range of movement, swelling etc., strength, posture, muscle length, passive physiological and passive accessory movements, palpation, movement analysis of functional activities.</td>
<td>2</td>
<td>Low</td>
</tr>
<tr>
<td>DV13</td>
<td>(Assessment) Assessment - paediatric musculoskeletal (plagiocephaly)</td>
<td>Conduct standardised plagiocephaly severity assessment tool to assess plagiocephaly severity and indication for treatment. Screen for other packing disorders e.g. club feet, DDH etc.</td>
<td>2</td>
<td>High</td>
</tr>
<tr>
<td>DV14</td>
<td>(Assessment) Assessment - paediatric musculoskeletal (torticollis)</td>
<td>Assess child for torticollis with a focus on indications for local conservative management or referral for further investigations and more complex management.</td>
<td>1</td>
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<tr>
<td>DV15</td>
<td>(Assessment)</td>
<td>Assessment - paediatric musculo-skeletal (talipes)</td>
<td>Conduct standardised Pirani assessment tool to measure clubfeet severity and indication for treatment. Screen for other packing disorders e.g. Plagiocephaly, DDH etc.</td>
<td>1</td>
</tr>
<tr>
<td>DV16</td>
<td>(Assessment)</td>
<td>Assessment - paediatric feeding</td>
<td>Formal assessment of sensory processing related to feeding. Assessment may include sensory profile, and mealtime assessment. May include oro-motor assessment relevant to feeding with or without use of standardised tools e.g. Royal Brisbane Children's Feeding Assessment</td>
<td>1</td>
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<tr>
<td>DV17</td>
<td>(Intervention)</td>
<td>Casting - lower limb (paediatrics) (neurological / musculo-skeletal conditions)</td>
<td>Develop intervention plan based on assessment findings and liaison with MDT / specialist team in regional / metro centre. Provide / reinforce education for parents on treatment plan including serial casting, surgery, boots and bar. Apply Ponseti casting technique to promote normal alignment. Monitor and review, progressing intervention as indicated and in consultation with specialised team (including use of telehealth consultation) as required.</td>
<td>1</td>
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<tr>
<td>DV18</td>
<td>(Intervention)</td>
<td>plagiocephaly positioning and education</td>
<td>Educate parents on effects of positioning to normalise head shape with strict review of SIDS KIDS guidelines in plagiocephaly.</td>
<td>2</td>
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<tr>
<td>DV19</td>
<td>(Intervention)</td>
<td>Therapy program - torticollis</td>
<td>Develop, implement and review program for torticollis including positioning for resting and carrying, stretching, soft tissue massage.</td>
<td>1</td>
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<tr>
<td>DV20</td>
<td>(Intervention)</td>
<td>Therapy program - paediatric feeding</td>
<td>Therapy program (including home therapy program). Oro-motor interventions include: tongue lateralisation, oromotor strengthening, bolus manipulation. Developmental / physiological intervention include: Cranial Nerve Strengthening, speed and range of movement; position modification, meal and fluid modification (thickening), pacing, and environmental modification. Include education to parents / caregivers / teachers and AHAs.</td>
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<tr>
<td>DV21</td>
<td>(Intervention) Therapy program - developmental (classroom programming)</td>
<td>Development and implementation of a classroom program collaboratively with client's teacher to provide strategies and learning tools. The program is developed to address client's needs and goals as identified in the assessment. The program may include speech/language tasks, fine motor tasks, gross motor tasks. Provide ongoing support for the teacher and monitoring and review of program, progressing/altering the program when indicated.</td>
<td>1</td>
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<tr>
<td>DV22</td>
<td>(Intervention) Therapy program - developmental (sensory processing)</td>
<td>Development of individualised program to address sensory deficits. Provide instructions, education and training to client, parents, carer and school staff (as relevant) to facilitate implementation. Provide monitoring and review of program, progressing/altering when indicated. May include sensory diet, sensory integration techniques and strategies, sensory box stimulation, Wilbarger's deep pressure protocol, environmental modifications, compensatory strategies and education of the client, carer or stakeholder.</td>
<td>2</td>
<td>Moderate</td>
</tr>
<tr>
<td>DV23</td>
<td>(Intervention) Therapy program - developmental (gross motor)</td>
<td>Development of individualised program to address areas of gross motor delay identified by assessment. Provide instructions, education and training to client, parents, carer and school staff (as relevant) to facilitate implementation. Program comprises gross motor activities e.g. obstacle courses and animal walks. Provide monitoring and review of program, progressing/altering when indicated.</td>
<td>2</td>
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<tr>
<td>DV24</td>
<td>(Intervention) Therapy program - developmental (mobility)</td>
<td>Development of individualised program specifically to address mobility deficits identified by assessment. Provide instructions, education and training to client, parents, carer and school staff (as relevant) to facilitate implementation. Program comprises functional training and associated exercises (part-practice, strengthening, movement coordination) for mobility task e.g. rolling, sitting, transfers, walking. Provide monitoring and review of program, progressing/altering when indicated.</td>
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<tr>
<td>DV25</td>
<td>(Intervention) Therapy program - developmental (fine motor)</td>
<td>Development of individualised program to address areas of gross motor delay identified by assessment. Provide instructions, education and training to client, parents, carer and school staff (as relevant) to facilitate implementation. May include grip strengthening, grip modification, equipment provision, environmental modifications, prewriting and writing programs, education and task grading. Provide monitoring and review of program, progressing/altering when indicated.</td>
<td>1</td>
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<tr>
<td>DV26</td>
<td>(Intervention) Therapy program - developmental (play therapy - physical development)</td>
<td>Engage and play with child in positions/postures that promote development, stretching and strengthening and progression of motor skills. Develop and provide play-based program to parents/carers and education staff (as indicated). Evaluate and monitor outcomes and progress as able in consultation with carer/parent/teacher.</td>
<td>1</td>
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<tr>
<td>DV27</td>
<td>(Intervention) Therapy program - developmental (play therapy - social skills)</td>
<td>Clinical activity based on evidence based practice and goals identified in assessment. May be conducted through individual and group therapy, school and home programs. May include social stories, emotion regulation and recognition, environmental modifications, visual cues, social training.</td>
<td>1</td>
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<tr>
<td>DV28</td>
<td>(Intervention) Education - Developmental (general)</td>
<td>Provide support and education to clients, families, and relevant school staff in relation to developmental milestone and strategies to support child's therapy and learning goals. This task may also include education and demonstration of resources or assistive aids / assistive devices. The education and advice underpins the implementation of the therapy programs in the home, school and/or community environment. The task relates to the role of the AHP as a key resource for the client, parents and school staff to address challenges as they become apparent during the child's development.</td>
<td>2</td>
<td>Moderate</td>
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<tr>
<td>DV29</td>
<td>(Intervention) Education - paediatric toilet training</td>
<td>Education and provision of strategies/advice for promoting toilet awareness, readiness and support for developing toileting routines.</td>
<td>1</td>
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<tr>
<td>DV30</td>
<td>(Intervention) Education &amp; training - positioning of child</td>
<td>Provide education and training to client/families/carers/education staff on positioning the child for maximal participation, function and safety and to reduce the risk of neuro-muscular complications (e.g. contracture). Monitor and review.</td>
<td>1</td>
<td>Moderate</td>
</tr>
<tr>
<td>DV31</td>
<td>(Intervention) Education - growth faltering child</td>
<td>Develop, provide and evaluate individual education and management of growth faltering in children in line with evidence base best practice</td>
<td>1</td>
<td>Moderate</td>
</tr>
<tr>
<td>DV32</td>
<td>(Intervention) Behavioural Intervention - developmental / paediatric</td>
<td>Clinical activity based on a range of evidence based strategies and goals identified in assessment for behaviour modification. May be conducted through individual and group therapy, school and home programs. May include education of clients and caregivers, reward and consequence charts, self regulation.</td>
<td>1</td>
<td>Moderate</td>
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**DIET & NUTRITION**

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<tr>
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<tr>
<td>DN01</td>
<td>(Assessment) Screening assessment - Child &amp; Adult Health Checks (nutrition sections)</td>
<td>Complete nutrition-related sections of child and adult health checks at community based health check events. Task includes involvement in planning, delivery and evaluation of event.</td>
<td>1</td>
<td>Low</td>
</tr>
<tr>
<td>DN02</td>
<td>(Assessment) Screening Assessment - Malnutrition Screening Tool (MST)</td>
<td>Administer standardised nutrition screening tool - Malnutrition Screening Tool (MST) and record results</td>
<td>2</td>
<td>High</td>
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<tr>
<td>DN03</td>
<td>(Assessment) Screening assessment - Subjective Global Assessment (SGA)</td>
<td>Administer standardised nutrition screening tool - Subjective Global Assessment and record results</td>
<td>2</td>
<td>High</td>
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<tr>
<td>DN04</td>
<td>(Assessment)</td>
<td>Screening assessment - Patient Generated Subjective Global Assessment (SGA)</td>
<td>Administer standardised nutrition screening tool - Patient Generated Subjective Global Assessment and record results</td>
<td>1</td>
</tr>
<tr>
<td>DN05</td>
<td>(Assessment)</td>
<td>Screening assessment - Mini Nutritional Assessment</td>
<td>Administer standardised nutrition screening tool - Mini Nutritional Assessment (MNA-SF) and record results</td>
<td>1</td>
</tr>
<tr>
<td>DN06</td>
<td>(Assessment)</td>
<td>Assessment - diet history / nutritional intake</td>
<td>Assess dietary adequacy of client’s nutritional intake in comparison to Australian Dietary Guidelines (ADGs) and Nutrient Reference Values (NRVs) and in consideration of stage of life, nutritional status and disease state. Calculate client's nutrient levels (e.g. protein, energy, carbohydrate, fluid) from reported intake via diet history, 24 hour recall or food frequency checklist. Task may also include use of computer-based resources e.g. Foodworks. Develop nutritional diagnosis using standard international protocol (i.e. IDNT) based on assessment findings.</td>
<td>2</td>
</tr>
<tr>
<td>DN07</td>
<td>(Assessment)</td>
<td>Assessment - nutrition beliefs, attitudes and impactors</td>
<td>Assess factors that impact a patients food consumption e.g. patients knowledge / beliefs / attitudes, nutrition related behaviours, readiness to change, food availability</td>
<td>2</td>
</tr>
<tr>
<td>DN08</td>
<td>(Assessment)</td>
<td>Assessment - nutrition impact symptoms</td>
<td>Subjective (and observational where relevant) assessment of nutrition impact symptoms. Includes information gathering on nausea, vomiting, bowel habits, muscle/subcutaneous fat wastage, dentition, appetite, feeding ability, oedema and wound care.</td>
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<tr>
<td>DN09</td>
<td>(Assessment) Estimated Energy Requirements (EER)</td>
<td>Calculate individual estimated energy requirements (EER) for clients, with regard to disease state, age and other assessment findings, using standard / appropriate reference methods and calculations for weight gain or weight loss.</td>
<td>2</td>
<td>High</td>
</tr>
<tr>
<td>DN10</td>
<td>(Assessment) Macronutrient requirements</td>
<td>Calculate macronutrient requirements, with regard to disease state, age and other assessment findings, (including protein, carbohydrate, fat, fibre and/or fluid) using appropriate/ standard reference methods and calculations</td>
<td>2</td>
<td>High</td>
</tr>
<tr>
<td>DN11</td>
<td>(Assessment) Micronutrient requirements</td>
<td>Calculate micronutrient requirements for clients, with regard to disease state, age and other assessment findings, considering stage of life, nutritional status and current medical conditions</td>
<td>2</td>
<td>High</td>
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<tr>
<td>DN12</td>
<td>(Intervention) Nutrition counselling</td>
<td>Collaboratively determines goals for nutritional management in with client, and/or family or carer/s and other members of the health care team. Assist clients to clarify issues, identify barriers to resolution of the problem and identify appropriate goals and strategies. Trial suitable dietary strategy. Review and monitor outcomes against nutrition care plan.</td>
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<tr>
<td>DN13</td>
<td>(Intervention) Weight reduction / energy modified diet (individual)</td>
<td>Prescribe, design and provide socio-culturally and age appropriate, evidence based, dietary recommendations on weight reduction/ energy modified diets using prepared, validated programs to individual clients or their family members and/or carer/s in a group setting in communities. Task includes development of program (development from evidence based guidelines or adaptation of an existing program, development / adaptation of supporting resources), organisation, delivery, evaluation and reporting. Program may include strategies such as recipe modification and healthy cooking techniques. Review and monitor outcomes against nutrition care plan.</td>
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<tr>
<td>DN14</td>
<td>(Intervention) High protein / high energy (HPHE) diet</td>
<td>Prescribe dietary recommendations for protein and energy increased dietary intake for individual clients (and/or their family members or carer/s). Design and provide skills-based client education, using socio-culturally and age appropriate methods, for the purchase, preparation and use of HPHE foods and fluids to manage increased energy needs (i.e. this may include preparation of HPHE drinks and snacks). Trial HPHE intervention. Review and monitor outcomes against nutrition care plan (in particular for any problems implementing the HPHE diet).</td>
<td>2</td>
<td>High</td>
</tr>
<tr>
<td>DN15</td>
<td>(Intervention) Fat modified diet</td>
<td>Prescribe specific socio-culturally and age appropriate, evidence based, dietary recommendations on fat modified diets to individual clients (and/or their family members or carer/s).</td>
<td>2</td>
<td>High</td>
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<tr>
<td>DN16</td>
<td>(Intervention) Carbohydrate modified diet</td>
<td>Prescribe specific socio-culturally and age appropriate, evidence based, carbohydrate dietary modifications for individual clients (and/or their family members or carer/s). Review and monitor outcomes against nutrition care plan.</td>
<td>2</td>
<td>High</td>
</tr>
<tr>
<td>DN17</td>
<td>(Intervention) Fibre modified diet</td>
<td>Prescribe specific socio-culturally and age appropriate, evidence based, dietary recommendations for modified fibre foods and fluids for individual clients (and/or their family members or carer/s). Review and monitor outcomes against nutrition care plan.</td>
<td>2</td>
<td>High</td>
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<tr>
<td>DN18</td>
<td>(Intervention) Mineral modified diet</td>
<td>Prescribe specific socio-culturally and age appropriate, evidence based recommendations for dietary mineral modification (including Ca, Fe and Zn) for individual clients (and/or their family members or carer/s). Review and monitor outcomes against nutrition care plan.</td>
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<tr>
<td>DN19</td>
<td>(Intervention) Fluid modified diet</td>
<td>Develop recommendations based on assessment findings and provide client education on modifying fluid intake using socio-culturally and age appropriate resources (including CDRO resources). Review and monitor outcomes against nutrition care plan.</td>
<td>2</td>
<td>Low</td>
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<tr>
<td>DN20</td>
<td>(Intervention) Electrolyte modified diet</td>
<td>Provide evidence based electrolyte (including sodium and potassium) dietary modifications to individual clients and/or their families and/or carers. Review and monitor outcomes against nutrition care plan.</td>
<td>2</td>
<td>Low</td>
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<tr>
<td>DN21</td>
<td>(Intervention) Education - nutrition (condition / disease specific)</td>
<td>Provide evidence based education to patients using appropriate resources regarding the relationship between diet, disease, symptoms and treatment e.g. cancer / neutropenia, gastro-intestinal disorders</td>
<td>1</td>
<td>Moderate</td>
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<tr>
<td>DN22</td>
<td>(Intervention) Meal plan</td>
<td>Design plan for meals and snacks for individuals which meet nutritional, personal, cultural, sociological, psychological, socioeconomic needs and specific health needs, and takes into consideration current best practice guidelines. Trial meal plan and review outcomes.</td>
<td>2</td>
<td>High</td>
</tr>
<tr>
<td>DN23</td>
<td>(Intervention) Oral nutritional supplements</td>
<td>Prescribe, source and supply and provide education/information to clients (and carer if relevant) on oral nutrition supplements based on assessment findings.</td>
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<tr>
<td>DN24</td>
<td>(Intervention) Home enteral nutrition</td>
<td>Coordinate Home Enteral Nutrition implementation for individual clients. Task includes: calculation of nutritional requirements (see calculation tasks DN09 - DN12); prescription of nutritional supplements; operational processes such as registration of client and ordering of equipment; providing information and training to clients and/or their carer/s and/or other health service providers on home enteral nutrition system and PEG; providing information on purchase/sourcing and preparation of supplements; coordinating supplement distribution in communities; supervising trial and reviewing tolerance of home enteral nutrition support by client and/or carers and/or other health service provider of home enteral nutrition support. Review and monitor outcomes against nutrition care plan.</td>
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<td>Low</td>
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<tr>
<td>DN25</td>
<td>(Intervention) Education (Group) - nutrition and healthy diet</td>
<td>Plan, develop, provide and evaluate nutrition group education programs as a standalone program or as part of a healthy lifestyles program. May include information on weight reduction/ energy modified diets, healthy eating, key nutrients and food safety, recipe modification and healthy cooking techniques. May include shopping tours providing education and training to participants on reading food labels, budgeting, product selection.</td>
<td>2</td>
<td>Low</td>
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<tr>
<td>DN26</td>
<td>(Health Promotion / Community Strategies) Food supply and local food service systems</td>
<td>Assess the nutritional implications of local food supply and food service systems (e.g. including Meals on Wheels) on clients, groups and community. Use advocacy, stakeholder engagement and other community-based strategies to effect improvements.</td>
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### TASKS IDENTIFYING TASK ( /5 )

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<tr>
<td>DN27</td>
<td>(Health Promotion / Community Strategies) Nutrition health promotion or health education program</td>
<td>Coordinate a nutrition health promotion / health education activity with a community focus (i.e. not a group intervention with participants targeted based on clinical presentation). Develop or adapt an existing program that addresses nutrition health needs. Plan implementation and manage stakeholder engagement. Activity may include design of promotional resources (e.g. recipe posters, handouts or other resources), providing education or other community based activities (e.g. recipe demonstrations), working with partners such as local stores. Manage/coordinate/contribute to evaluation and reporting on program outputs / outcomes. Examples include Deadly Choices (healthy product selection program), school based healthy lifestyle / nutrition program, food safety and food handling, complimentary feeding and health family foods.</td>
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### FATIGUE & SLEEP

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<th>Sites identifying task ( /5 )</th>
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</thead>
<tbody>
<tr>
<td>FS01</td>
<td>(Assessment) Assessment - fatigue &amp; sleep</td>
<td>Assess current levels of fatigue and sleep routine using standardized measure or based on subjective assessment information. Actions from assessment include referral to health professionals and education/providing information.</td>
<td>1</td>
<td>Low</td>
</tr>
<tr>
<td>FS02</td>
<td>(Assessment) Assessment - energy conservation</td>
<td>Assessment of a client's physiological capacity while undertaking routine tasks of daily living. Assess client's functional performance in these tasks, particularly in relation to perceived exertion, rests required, adverse symptoms (e.g. dyspnoea), compensatory strategies or positions adopted.</td>
<td>1</td>
<td>Low</td>
</tr>
<tr>
<td>FS03</td>
<td>(Intervention) Education - energy conservation techniques</td>
<td>Provide education to clients and carers on energy conservation techniques to enable the client to perform activities of daily living to optimum level of capability. Techniques include compartmentalisation of activity, rest breaks and adaptive equipment to make the task less effortful. Education may be delivered individually or in group program. Written handouts may be provided.</td>
<td>3</td>
<td>Moderate</td>
</tr>
<tr>
<td>Task Code</td>
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<tr>
<td>FS04</td>
<td>(Intervention) Education - sleep hygiene and fatigue management</td>
<td>Provide education to individuals (inpatients and outpatients) and groups (e.g. Cardio-pulmonary Rehab Group) regarding sleep hygiene and fatigue management techniques. Provide appropriate handouts.</td>
<td>2</td>
<td>Moderate</td>
</tr>
<tr>
<td>FC01</td>
<td>(Assessment) Screening assessment - foot care</td>
<td>Conduct screening assessment of client's foot and lower leg. Include history taking and subjective assessment, observation (e.g. skin integrity), basic functional assessment. Focus of task is assessing foot health and indications for podiatry intervention.</td>
<td>1</td>
<td>High</td>
</tr>
<tr>
<td>FC02</td>
<td>(Assessment) Diabetes foot assessment</td>
<td>Conduct comprehensive physical assessment of lower limb of clients with diabetes, including use of standardised screening procedure and form e.g. Qld Health Diabetic Foot Assessment of Risk Test (DART)</td>
<td>1</td>
<td>High</td>
</tr>
<tr>
<td>FC03</td>
<td>(Assessment) Vascular assessment (foot &amp; lower limb)</td>
<td>Conduct foot screen for vascular function using standardised screening tool (i.e. Foot Screen – Vascular Assessment). This is generally conducted as a component of a comprehensive diabetes foot assessment (see ask FC02).</td>
<td>1</td>
<td>High</td>
</tr>
<tr>
<td>FC04</td>
<td>(Assessment) Neurological assessment (foot &amp; lower limb)</td>
<td>Conduct foot screen of neurological assessment using standardised screening tool (i.e. Foot Screen – Neurological Assessment). This is generally conducted as a component of a comprehensive diabetes foot assessment (see ask FC02)</td>
<td>1</td>
<td>High</td>
</tr>
<tr>
<td>FC05</td>
<td>(Assessment) Infection risk assessment (foot &amp; lower limb)</td>
<td>Conduct physical assessment to assess for risk of infection of lower limb (observation, palpation)</td>
<td>1</td>
<td>High</td>
</tr>
<tr>
<td>FC06</td>
<td>(Assessment) Doppler Assessment (lower limb)</td>
<td>Conduct Doppler assessment of lower limb.</td>
<td>1</td>
<td>High</td>
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<tr>
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<tr>
<td>FC07</td>
<td>(Assessment)</td>
<td>Conduct assessment of foot of client with diabetes using standardised tool (i.e. Ankle-Brachial Pressure Index)</td>
<td>1</td>
<td>High</td>
</tr>
<tr>
<td>FC08</td>
<td>(Assessment)</td>
<td>Conduct physical assessment of lower limb using Semmes Weinstein 10g monofilament test</td>
<td>1</td>
<td>High</td>
</tr>
<tr>
<td>FC09</td>
<td>(Assessment)</td>
<td>Conduct physical assessment of lower limb sensitivity using 128Hz Graduated Tuning Fork test</td>
<td>1</td>
<td>High</td>
</tr>
<tr>
<td>FC10</td>
<td>(Assessment)</td>
<td>Conduct assessment of client's requirement for bespoke footwear.</td>
<td>1</td>
<td>High</td>
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<tr>
<td>FC11</td>
<td>(Intervention)</td>
<td>Perform non-excisional debridement of skin on lower leg.</td>
<td>1</td>
<td>High</td>
</tr>
<tr>
<td>FC12</td>
<td>(Intervention)</td>
<td>Perform excisional debridement of skin, cutaneous and/or subcutaneous tissue on lower leg.</td>
<td>1</td>
<td>High</td>
</tr>
<tr>
<td>FC13</td>
<td>(Intervention)</td>
<td>Perform debridement of nails (non-pathological) on lower limb</td>
<td>1</td>
<td>High</td>
</tr>
<tr>
<td>FC14</td>
<td>(Intervention)</td>
<td>Perform debridement of nails (pathological) on lower limb</td>
<td>1</td>
<td>High</td>
</tr>
<tr>
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<tr>
<td>FC15</td>
<td>(Intervention) Would debridement (lower limb)</td>
<td>Undertake wound debridement on lower limb.</td>
<td>1</td>
<td>High</td>
</tr>
<tr>
<td>FC16</td>
<td>(Intervention) Foreign body removal (foot &amp; lower limb)</td>
<td>Perform procedure to remove foreign body from skin and subcutaneous tissue on lower limb.</td>
<td>1</td>
<td>High</td>
</tr>
<tr>
<td>FC17</td>
<td>(Intervention) Local anaesthetic administration for podiatric procedures</td>
<td>Administer local anaesthetic agent to lower limb for diagnostic or procedural treatment.</td>
<td>1</td>
<td>Low</td>
</tr>
<tr>
<td>FC18</td>
<td>(Intervention) Minor surgery - partial nail avulsion (lower limb)</td>
<td>Perform minor surgery by partial nail avulsion on lower limb.</td>
<td>1</td>
<td>Low</td>
</tr>
<tr>
<td>FC19</td>
<td>(Intervention) Minor surgery - total nail avulsion (lower limb)</td>
<td>Perform minor surgery by total nail avulsion on lower limb.</td>
<td>1</td>
<td>Low</td>
</tr>
<tr>
<td>FC20</td>
<td>(Intervention) Surgery - nail resection (lower limb)</td>
<td>Perform partial or radical resection of ingrown nail on lower limb</td>
<td>1</td>
<td>High</td>
</tr>
<tr>
<td>FC21</td>
<td>(Intervention) Minor surgery - electrosurgery (lower limb)</td>
<td>Perform minor surgery on lower leg using electrosurgery e.g. for excision of small lesion, wart etc.</td>
<td>1</td>
<td>Low</td>
</tr>
<tr>
<td>FC22</td>
<td>(Intervention) Suture application (lower limb)</td>
<td>Apply sutures for trauma or for minor surgery to foot and lower limb. Task involves choosing suture materials, applying the suture and providing instructions to client.</td>
<td>1</td>
<td>High</td>
</tr>
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<tr>
<td>FC23</td>
<td>Suture removal (lower limb)</td>
<td>Remove sutures and dress wound as required. Provide wound advice to client and carer.</td>
<td>1</td>
<td>High</td>
</tr>
<tr>
<td>FC24</td>
<td>Targeted chemical skin destruction (lower limb)</td>
<td>Assess need for, prescribe, and apply targeted topical skin agents (including use of silver nitrate, liquid nitrogen, phenol, or salicylic acid).</td>
<td>1</td>
<td>High</td>
</tr>
<tr>
<td>FC25</td>
<td>Total Contact Cast (foot &amp; lower limb)</td>
<td>Prepare, apply, review and provide instructions and warnings/precautions for cast for treatment of neuropathic ulcer on lower limb (Total Contact Cast). May include review and/or removal of cast.</td>
<td>1</td>
<td>Low</td>
</tr>
<tr>
<td>FC26</td>
<td>Negative pressure wound healing (lower limb)</td>
<td>Provide lower limb intervention using Negative Pressure Wound Healing (Vacuum Assisted Closure)</td>
<td>1</td>
<td>Low</td>
</tr>
<tr>
<td>FC27</td>
<td>Pressure off-loading aids</td>
<td>Design and manufacture pressure off-loading / redistribution aids for foot and lower limb. Fit and provide instructions to client. Review.</td>
<td>1</td>
<td>High</td>
</tr>
<tr>
<td>FC28</td>
<td>Equipment - assistive / adaptive equipment (lower limb)</td>
<td>Prescribe assistive or adaptive device/aid (e.g. orthotics, shoe modifications) or other equipment (e.g. sock donning aids) for lower limb. Fabricate aid and fit (or refer to specialist service if required for consultation and fabrication of aid). Provide education and instructions to client (+/- carer) on use of aid, warnings/precautions, care of aid. Trial aid and review effect. Task may also require adjustment to aid or repair.</td>
<td>1</td>
<td>High</td>
</tr>
<tr>
<td>FC29</td>
<td>Foot care interventions for lower limb fractures</td>
<td>Provide foot care intervention for lower limb fractures.</td>
<td>1</td>
<td>High</td>
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<tr>
<td>FC30</td>
<td>(Intervention) Topical medications application (lower limb)</td>
<td>Apply topical medications to lower limb e.g. anti-fungal, wound care medications, silver topical dressings.</td>
<td>1</td>
<td>High</td>
</tr>
<tr>
<td>FC31</td>
<td>(Intervention) Education - foot self care</td>
<td>Provide information and education for lower limb self care, primarily for clients with ulcers or at risk (e.g. diabetes). Education includes foot check procedure, skin care, risk minimisation (i.e. footwear considerations), monitoring for signs of infection or skin changes, use of orthotics</td>
<td>1</td>
<td>High</td>
</tr>
<tr>
<td>FC32</td>
<td>(Intervention) Education - Diabetes complications impact on lower limb</td>
<td>Education – Diabetes complications impact / risk for lower limb.</td>
<td>1</td>
<td>High</td>
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<td><strong>GENERAL / MULTIPLE</strong></td>
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<tr>
<td>GM01</td>
<td>(Assessment) Triage &amp; clinical prioritisation</td>
<td>Determine eligibility and priority for service based on intake policy and criteria in order to support team workflow management and planning. This includes some degree of determining service needs and clinical risk and consistency with referral criteria for service, although this can be highly protocolised in many services.</td>
<td>3</td>
<td>High</td>
</tr>
<tr>
<td>GM02</td>
<td>(Assessment) Access and interpret clinical information</td>
<td>Access clinical information from medical records, information systems, referral etc. Examples: medical chart, biochemistry, e-radiology system, pathology.</td>
<td>2</td>
<td>High</td>
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<tr>
<td>GM03</td>
<td>(Assessment)</td>
<td>Subjective history taking (general) Identify and collect information from client and other relevant</td>
<td>2</td>
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<td>persons (e.g. carer) relevant to client referral including medical diagnosis, social, cultural,</td>
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<td>psychological, physical activity, economic and environmental data, past medical history, medications.</td>
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<tr>
<td>GM04</td>
<td>(Assessment)</td>
<td>Aged Care Client Record (ACCR) Conduct assessment to complete Aged Care Client Record (ACCR) in line</td>
<td>1</td>
<td>Moderate</td>
</tr>
<tr>
<td>GM05</td>
<td>(Assessment)</td>
<td>Assessment - ACAT A comprehensive and holistic assessment of aged clients (over 65 non Indigenous</td>
<td>1</td>
<td>High</td>
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<td>over 50yrs for Indigenous) including their medical health, physical, social and psychological</td>
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<td>functioning.</td>
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<tr>
<td>GM06</td>
<td>(Assessment)</td>
<td>Assessment - Personal Response System Assessment of clinical requirement for personal response</td>
<td>1</td>
<td>Low</td>
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<td>system by evaluating clinical condition, risk and history of falls, social situation and cognitive</td>
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<td>ability to effectively use the equipment. An example of this system is Vital Call.</td>
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<tr>
<td>GM07</td>
<td>(Assessment)</td>
<td>Comprehensive Disability Assessment (CDA) Conduct standard assessment, including subjective and</td>
<td>2</td>
<td>High</td>
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<td>objective data collected across all life domains in collaboration with client carers/support people</td>
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<td>and involved agencies. Document findings as per agency guidelines.</td>
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<tr>
<td>GM08</td>
<td>(Assessment)</td>
<td>Goal identification Develop goals for intervention / therapy program with client and family /</td>
<td>1</td>
<td>Low</td>
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<td>carers. May include use of standardised tool such as Canadian Occupational Performance Measure</td>
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<td>(COPM) to support the identification of a client/family’s priorities for intervention.</td>
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LYMPHOEDEMA, OEDEMA & VASCULAR
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<tr>
<td>LO01</td>
<td>(Assessment)</td>
<td>Assessment - lymphoedema Assess client's lymphoedema +/- standardised lymphoedema assessment tool. Assessment includes most or all of: (1) subjective assessment: history taking (for initial assessment), symptoms, garment / compression use, (2) objective assessment: circumferential measures with measuring tape, review of skin integrity and condition, function use of limb / affected body part in ADL, range of motion (ROM), baseline photographs of the affected area with client permission. Assessment findings may be presented to AHP or nurse with lymphoedema expertise (e.g. in regional / metropolitan hospital) to supporting interpretation and intervention planning.</td>
<td>3</td>
<td>High</td>
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<tr>
<td>LO02</td>
<td>(Assessment)</td>
<td>Assessment - oedema (other than lymphoedema) Assessment of oedema related to vascular compromise including subjective assessment (history, symptoms, current management), circumferential measures, basic sensation testing, and observation of functional use of limb/body part. Skin integrity and wounds may be noted but not comprehensively examined in this task. Also includes liaison with referral source or specialist (e.g. urban) service as required.</td>
<td>4</td>
<td>High</td>
</tr>
<tr>
<td>LO03</td>
<td>(Assessment)</td>
<td>Assessment - Peripheral Vascular Disease risk using standardised tool Conduct Peripheral Vascular Disease risk assessment using standardised tool.</td>
<td>1</td>
<td>High</td>
</tr>
<tr>
<td>LO04</td>
<td>(Assessment)</td>
<td>Vertebral-basilar insufficiency testing Using a standard testing process, assess patient's response to sustained end range cervical rotation left and right. The purpose of the test is to assess risk of vertebral artery compromise. This test can be used diagnostically to investigate dizziness as a presenting condition; and should also be performed as an assessment for contraindications prior to implementing a number of manual therapy assessments and interventions.</td>
<td>2</td>
<td>High</td>
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<tr>
<td>LO05</td>
<td>(Intervention) Compression garments - measure, prescribe, source, fit, trial, review</td>
<td>Prescribe appropriate compression garments for management of oedema / lymphoedema. Prescription decisions are based on assessment findings, indications and contraindications for methods of compression, and understanding of client's needs and capacity (e.g. lifestyle, support). Task may be undertaken with guidance from AHP or nurse with lymphoedema expertise (e.g. in regional / metropolitan hospital). Provide instructions to client and carer and training in donning and doffing techniques and equipment. Commonly used donning equipment includes Jobst metal donning frame, silk slippie, easy as, easy slide and Medi butler off, use of rubber gloves and non slip matting, and use of adhesive glues (Juzo adhesive, It Stays). Trial and review use of garment.</td>
<td>3</td>
<td>Moderate</td>
</tr>
<tr>
<td>LO06</td>
<td>(Intervention) Lymphoedema self-management program - prescribe, provide, review and monitor</td>
<td>Prescribe and provide oedema self-management program based on clinical assessment findings. Program includes (1) education on causes and preventers of lymphoedema build up, skin care, and garment use, task modification and other strategies for managing ADL; (2) development, training and monitoring of home exercise program including positioning techniques; and (3) training in self-massage. May include facilitating periodic (i.e. regular 12-18 monthly or during periods of increased symptoms) review by lymphoedema therapist.</td>
<td>2</td>
<td>Moderate</td>
</tr>
<tr>
<td>LO07</td>
<td>(Intervention) Oedema self-management program - prescribe, provide, review and monitor</td>
<td>Prescribe and provide oedema self-management program based on clinical assessment findings. Program includes (1) education on causes and preventers of oedema build up, skin care, and garment use (if relevant), task modification and other strategies for managing ADL; (2) development, training and monitoring of home exercise program including positioning techniques; and (3) training in self-massage. Review and monitor outcomes of program. Intervention may be supported by liaison/clinical consultation with other health professional (e.g. specialist nurse) (including via phone, telehealth) or referral if required.</td>
<td>2</td>
<td>Moderate</td>
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<tr>
<td>MATERNAL HEALTH</td>
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<tr>
<td>MA01</td>
<td>Assessment - pre and post-natal musculo-skeletal health</td>
<td>Assessment of pregnancy-related musculo-skeletal symptoms including pelvic floor dysfunction, abdominal muscles / core strength (including diastisis recti abdominis), pelvic girdle dysfunction, sacro iliac joint (pre- and post-partum)</td>
<td>1</td>
<td>Moderate</td>
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<tr>
<td>MA02</td>
<td>Education - antenatal and postnatal musculo-skeletal health</td>
<td>Provide standard ante-natal and post-natal information in written/ verbal form at appropriate level for client. Educate on simple stretching and light exercise, RICE, back care, safe lifting, pelvic floor exercises, abdominal exercises, DRAM (diastasis recti abdominis muscle), breastfeeding posture, post-caesarean exercise, bed mobility and skin-to-skin time. May include demonstration and practice of exercise. May be delivered in one-on-one intervention or group setting (e.g. ante-natal class). Review / follow-up with individual client if indicated (i.e. higher risk of musculo-skeletal problems as indicated by current / previous symptoms, musculo-skeletal co-morbidities).</td>
<td>2</td>
<td>Moderate</td>
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<tr>
<td>MA03</td>
<td>Antenatal nutrition</td>
<td>Provide advice, information and nutrition counselling for women to meet nutritional recommendations during pregnancy (including key nutrients for pregnancy, AGHE recommendations for pregnancy and lactation, and food safety). May be provided one-on-one or as standardised education in group setting (i.e. antenatal class).</td>
<td>2</td>
<td>High</td>
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<tr>
<td>MEDICATIONS</td>
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<tr>
<td>ME01</td>
<td>Medication compliance education</td>
<td>Assess client’s current knowledge and understanding about their medication using Quality Use of Medicines (QUM), e.g. Adverse effects of medications and Schedules (How Much, How Often, How Long) &amp; provide education about QUM &amp; what chronic diseases the medications is used to help manage.</td>
<td>1</td>
<td>High</td>
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<tr>
<td>MT01</td>
<td>(Assessment) Timed up and go (TUG)</td>
<td>Conduct standardised test of mobility, the Timed Up and Go (TUG), for baseline or re-assessment purposes.</td>
<td>2</td>
<td>Moderate</td>
</tr>
<tr>
<td>MT02</td>
<td>(Assessment) Screening assessment - mobility</td>
<td>Screening assessment of a clients mobility using questioning and basic observation during functional tasks. May be coupled with use of a basic assessment tools such as 'Timed-Up-And-Go' (Task MT01)</td>
<td>3</td>
<td>High</td>
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<tr>
<td>MT03</td>
<td>(Assessment) Assessment - functional mobility</td>
<td>Objective assessment of a client's mobility including use of currently prescribed aid (stick, crutches, walking frame or wheeled walker). May include use of standardised tests / tools including Elderly Mobility Scale, Tinetti Performance Orientated Mobility Assessment</td>
<td>5</td>
<td>High</td>
</tr>
<tr>
<td>MT04</td>
<td>(Assessment) Comprehensive assessment - mobility (gait)</td>
<td>Comprehensive assessment of client's gait pattern and biomechanics. Task relevant to more complex gait disorders e.g. neurological, or orthopaedic conditions, amputations etc.</td>
<td>4</td>
<td>High</td>
</tr>
<tr>
<td>MT05</td>
<td>(Assessment) Screening assessment - balance</td>
<td>Assessment of static and dynamic balance using observation and basic assessment tools (e.g. timed unsupported sitting or standing). Includes observation of balance during functional tasks including unsupported sitting, mobility and transfers. May include minor challenges to balance including adjustments to base of support, eyes open / eyes closed tests, response to internal (reaching / carrying) and external perturbations. Focus of assessment is on risk and safety and links to falls risk assessment. Findings inform intervention plan and decisions regarding short-term aid or assistance requirements when transferring / mobilising.</td>
<td>3</td>
<td>High</td>
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<td>Task Code</td>
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<tr>
<td>MT06</td>
<td>(Assessment) Comprehensive assessment - balance</td>
<td>Comprehensive objective assessment of balance following observational assessment. Includes use of standardised assessment tools; Berg Balance Scale, Rhonbergs, Step Test, challenging mobility activities including 360 degree turns 360 degree turns, picking up objects from floor, and mobilising on uneven / sloping surfaces.</td>
<td>2</td>
<td>High</td>
</tr>
<tr>
<td>MT07</td>
<td>(Assessment) Assessment - stairs mobility</td>
<td>Identify need and type of stairs used at client’s home/in community (number of stairs/rails etc.). Assess patients’ functional mobility on stairs, use of rail, gait pattern (in home or clinic environment). Findings inform recommendations regarding use of aid, safety, need for assistance or amendment to living circumstances.</td>
<td>3</td>
<td>High</td>
</tr>
<tr>
<td>MT08</td>
<td>(Assessment) Assessment - transfers</td>
<td>Assessment of the functional ability to independently and safely carry out transfers within or relevant to the home environment including sit to stand (chair, toilet, bed etc.), in and out the shower/bath tub, steps.</td>
<td>2</td>
<td>Moderate</td>
</tr>
<tr>
<td>MT09</td>
<td>(Assessment) Assessment - vehicle transfers</td>
<td>Assessment of a clients' functional ability to transfer in/out of their vehicle. Examine technique, safety, assistance and equipment used to perform task. May also include transfers in and out of light airplane or ferry / boat if relevant.</td>
<td>2</td>
<td>Low</td>
</tr>
<tr>
<td>MT10</td>
<td>(Assessment) Screening assessment - falls risk</td>
<td>Screening testing for falls risk including (1) administration of standardised falls risk screening tool based on functional profile and history; +/- (2) additional questioning or basic observation of mobility / transfers</td>
<td>3</td>
<td>High</td>
</tr>
<tr>
<td>MT11</td>
<td>(Assessment) Comprehensive assessment - falls risk</td>
<td>Comprehensive assessment of a clients' falls risk within the home environment. Assess sensory, perceptual, musculoskeletal, neuromuscular, cognitive and environmental factors that impact this risk.</td>
<td>1</td>
<td>Moderate</td>
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<tr>
<td>MT12</td>
<td>(Assessment)</td>
<td>Assessment - bed mobility</td>
<td>Observational assessment of client's performance of movements required for independent bed mobility. Includes rolling, bridging, SOEB. Focus of this screening assessment is to ensure safety and indicate if more detailed assessment required, as well as indicating need for aids.</td>
<td>2</td>
</tr>
<tr>
<td>MT13</td>
<td>(Assessment)</td>
<td>Comprehensive assessment - bed mobility</td>
<td>Assess bed mobility including physical / biomechanical, sensory / perceptual factors impacting performance (strength, ROM, pain). Focus on rehabilitation and performance improvement (e.g. baseline / progress evaluation of task). Task relates to clients with more complex conditions.</td>
<td>1</td>
</tr>
<tr>
<td>MT14</td>
<td>(Assessment)</td>
<td>Assessment - manual wheelchair (for community mobility)</td>
<td>Basic assessment of clients' need for manual wheelchair for short to medium term use (e.g. during a period of incapacitation such as a lower limb fracture) or for use by a client who is ambulant within the home / short distances in order to improve access to the community (e.g. due to limited exercise tolerance). Assessment includes: basic assessment of clients physical capacity (grip strength, ability to pressure relieve, social support available, and physical environmental factors.</td>
<td>2</td>
</tr>
<tr>
<td>MT15</td>
<td>(Assessment)</td>
<td>Comprehensive assessment - manual wheelchair</td>
<td>Holistic assessment of clients need for a manual wheelchair for longer term / permanent mobility aid considering the mobility capabilities and needs and home / community environment. Assessment includes: client's physical capacity, musculo-skeletal pathology and capacity (grip strength, triceps strength), coordination and cognition, social and physical environmental factors. Should be done in combination with seating assessment / review (Task MT16)</td>
<td>2</td>
</tr>
<tr>
<td>MT16</td>
<td>(Assessment)</td>
<td>Comprehensive Assessment - power mobility aid (power wheelchair or scooter)</td>
<td>Holistic assessment and measurement of clients need for a PWC / mobility scooter and its suitability for the client and their environment. Includes: client’s physical capacity, condition, social &amp; physical environmental factors. Should be done in combination with seating assessment / review (Task MT16)</td>
<td>2</td>
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<tr>
<td>MT17</td>
<td>(Assessment)</td>
<td>Seating assessment in relation to manual or electric wheelchair: seating position, pressure considerations (capacity to pressure relieve, pressure area risk, indication for pressure relieving aids). May include consultation with specialist seating services / clinicians.</td>
<td>2</td>
<td>Moderate</td>
</tr>
<tr>
<td>MT18</td>
<td>(Assessment)</td>
<td>Assessment of a client's musculoskeletal structure, posture and body anthropometrics and how these factors affect optimal seating position, primarily in relation to chair or mat relevant to home environment.</td>
<td>1</td>
<td>Low</td>
</tr>
<tr>
<td>MT19</td>
<td>(Assessment)</td>
<td>Assessment and measurement of client's level of required support in hoist (i.e. standing or full lift) and their ability to participate. Measurement of physical factors and intended uses of sling.</td>
<td>1</td>
<td>Low</td>
</tr>
<tr>
<td>MT20</td>
<td>(Intervention)</td>
<td>Prescribe manual wheelchair based on assessment findings for short term or occasional use (e.g. during period of illness, or for community use). Source and supply appropriate wheelchair to client. Complete safety check of aid. Provide instructions, education and training to client (+/- family, carer) on safe use. Trial use ensuring safe and appropriate use over relevant terrain and obstacles. Review as indicated.</td>
<td>3</td>
<td>Moderate</td>
</tr>
<tr>
<td>MT21</td>
<td>(Intervention)</td>
<td>Prescribe manual wheelchair based on functional assessment, cognition, perception and other indications/precautions and physical environment constraints. Source and supply appropriate wheelchair (including attachments, specialised seating or other custom components) to client. Complete safety check of aid. Provide instructions, education and training to client (+/- family, carer) on safe use. Trial use ensuring safe and appropriate use over relevant terrain and obstacles. Review as indicated.</td>
<td>3</td>
<td>Moderate</td>
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<tr>
<td>MT22</td>
<td>(Intervention) Equipment - power mobility aid</td>
<td>Prescribe power mobility aid (‘electric wheelchair’ or scooter) based on functional assessment, cognition, perception and other indications/precautions and physical environment constraints. Source and supply appropriate scooter / powered mobility aid (including any attachments) to client. Complete safety check of aid. Provide instructions, education and training to client (+/- family, carer) on safe use. Trial use ensuring safe and appropriate use over relevant terrain and obstacles. Review.</td>
<td>2</td>
<td>Low</td>
</tr>
<tr>
<td>MT23</td>
<td>(Intervention) Equipment - transfer aids other than hoist</td>
<td>Prescribe transfer aid (slide board, slide sheets, bed sticks/bedrains, monkey bar etc.) based on functional assessment of transfer, mobility, weight bearing status cognition, perception or other indications/precautions and physical environment constraints. Source and supply appropriate aid (or provide information to client / family). Conduct safety check of aid and provide education and training on safe use of aid to client and others (if relevant). Trial to ensure it is used appropriately. Review.</td>
<td>3</td>
<td>Low</td>
</tr>
<tr>
<td>MT24</td>
<td>(Intervention) Equipment - hoist</td>
<td>Prescribe hoist based on functional assessment of transfer, mobility, weight bearing status cognition, perception or other indications/precautions and physical environment constraints. Source and supply hoist to aid client transfers. Complete safety check. Provide instructions, training and demonstration to client (+/- family, MASS, PHCC Nursing) on safe use of hoist. Trial aid ensuring safe and appropriate use. Review.</td>
<td>2</td>
<td>Low</td>
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<tr>
<td>MT25</td>
<td>(Intervention) Equipment - bed mobility aids</td>
<td>Prescription and supply of bed mobility equipment (e.g. bed rail, pole) in line with client assessment outcomes and safety requirements. Source and supply appropriate aid (or provide information to client / family). Conduct safety check of aid and provide education and training on safe use of aid to client and others (if relevant). Trial to ensure it is used appropriately. Review.</td>
<td>2</td>
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<tr>
<td>MT26</td>
<td>(Intervention) Equipment - chairs</td>
<td>Prescription and supply of utility chairs, high back chair etc. in line with client's assessment and safety requirements. Training on safe transfer techniques and correct use of the chair with client +/- carer.</td>
<td>2</td>
<td>Low</td>
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<tr>
<td>MT27</td>
<td>(Intervention) Equipment - single point (walking) stick and crutches</td>
<td>Prescription of a walking stick or crutches (axillary or Canadian) based on functional goals, environment, client capacity and safety factors. Source and supply appropriate mobility aid to client. Complete safety check of aid and fit to client. Provide instructions to client (+/- family, carer) on safe use. Trial use ensuring safe and appropriate use over relevant terrain and obstacles. Provide client / carer education on safe use and maintenance. Review if indicated.</td>
<td>5</td>
<td>High</td>
</tr>
<tr>
<td>MT28</td>
<td>(Intervention) Equipment - four wheel walker</td>
<td>Prescription of a 4 Wheel Walker based on functional goals, environment, client capacity and safety factors. Source and supply appropriate mobility aid to client. Complete safety check of aid and fit to client. Provide instructions to client (+/- family, carer) on safe use. Trial use ensuring safe and appropriate use over relevant terrain and obstacles. Provide client / carer education on safe use and maintenance. Review if indicated.</td>
<td>4</td>
<td>High</td>
</tr>
<tr>
<td>MT29</td>
<td>(Intervention) Equipment - walking frame</td>
<td>Prescription of a walking frame (non-wheeled) based on functional goals, environment, client capacity and safety factors. Source and supply appropriate mobility aid to client. Complete safety check of aid and fit to client. Provide instructions to client (+/- family, carer) on safe use. Trial use ensuring safe and appropriate use over relevant terrain and obstacles. Provide client / carer education on safe use and maintenance. Review if indicated.</td>
<td>4</td>
<td>High</td>
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<tr>
<td>MT30</td>
<td>Equipment - standing frame</td>
<td>Based on results of neurological, musculoskeletal and functional assessment, prescribe standing frame. Source equipment through supplier and coordinate supply to client. Set up equipment to meet client’s needs and complete safety check. Provide education on use and precautions to client and support persons in appropriate use of the equipment. Trial and review.</td>
<td>1</td>
<td>Low</td>
</tr>
<tr>
<td>MT31</td>
<td>Education - falls prevention</td>
<td>Provide education to clients and caregivers to increase awareness of physical, cognitive and environmental falls hazards within the home environment. This also includes the practitioner eliminating environmental risk factors where possible (e.g. removing or fixing tripping hazards while on home visit). Education is also designed to increase awareness of potential risk factors within a community setting.</td>
<td>3</td>
<td>Moderate</td>
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<tr>
<td>MT32</td>
<td>Functional training - balance</td>
<td>Prescribe, supervise, review and progress a clinic or home-based balance program. Components includes dynamic/static stability exercises in sitting and/or standing, balance challenges using functional movements / activities with graded decrease in support / assistance. If indicated and assessed as having acceptable risk, instruct client (+/- carer/family member) on independent practice activities. Program may also include education and practice of compensatory strategies and task modification to improve safety.</td>
<td>3</td>
<td>High</td>
</tr>
<tr>
<td>MT33</td>
<td>Functional training - bed mobility</td>
<td>Supervise client transferring in/out of bed. Observe and monitor appropriate technique and provide instruction when needed. Present feedback.</td>
<td>2</td>
<td>High</td>
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<tr>
<td>MT34</td>
<td>Functional training - mobility (indoor)</td>
<td>Training of mobility with or without an aid with the aim of improving safety, gait pattern, functional mobility and/or exercise tolerance. Includes part practice and gait improvement techniques (stepping, step length and cadence strategies, video / mirror feedback etc.).</td>
<td>3</td>
<td>High</td>
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<tr>
<td>MT35</td>
<td>(Intervention) Functional training - mobility (outdoor / community)</td>
<td>Supervise client undertaking outdoor mobility program (with or without aid), observe and monitor safety (gait, obstacles, decision-making and perception impacts e.g. negotiating traffic) technique and tolerance. Provide instruction and compensatory strategies if indicated. Present feedback to client.</td>
<td>1</td>
<td>High</td>
</tr>
<tr>
<td>MT36</td>
<td>(Intervention) Functional training - stairs</td>
<td>Supervise client undertaking stairs mobility program (with or without aid), observe and monitor safety, technique and tolerance (gait, use of rail, foot placement on step). Provide instruction and compensatory strategies if indicated. Present feedback to client.</td>
<td>1</td>
<td>Low</td>
</tr>
<tr>
<td>MT37</td>
<td>(Intervention) Functional training - transfers</td>
<td>Instruct and demonstrate correct technique for transfers in home environment (or clinic, approximating seating surfaces relevant in home environment where possible). Prescribe, supervise, monitor, progress and review training a program including compensatory strategies and safe techniques. Provide education to appropriate persons and make recommendations related to care plan based on progress.</td>
<td>1</td>
<td>High</td>
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<tr>
<td>MT38</td>
<td>(Intervention) Functional training - vehicle transfers</td>
<td>Instruct and demonstrate correct technique for vehicle transfer. Provide training and practice as needed. Provide education to appropriate persons and make recommendations on transport requirements as required.</td>
<td>1</td>
<td>High</td>
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**MUSCULO-SKELETAL & INJURY**
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<tbody>
<tr>
<td>MS01</td>
<td>(Assessment)</td>
<td>Assessment - musculo-skeletal (peripheral - hand) Comprehensive assessment of a clients’ musculoskeletal and neuromuscular system and how these factors affect the clients' functional ability. Conduct subjective assessment, review diagnostic reports/imaging (if available), conduct objective assessment which may include observation, measures of range of movement, swelling etc., biomechanics, posture, strength, muscle length, manual muscle testing and instrumental strength testing, passive physiological and passive accessory movements, palpation, movement analysis of functional activities.</td>
<td>3</td>
<td>High</td>
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<tr>
<td>MS02</td>
<td>(Assessment)</td>
<td>Assessment - musculo-skeletal (peripheral - upper limb other than hand) Comprehensive assessment of a clients’ musculoskeletal and neuromuscular system and how these factors affect the clients' functional ability. Conduct subjective assessment, review diagnostic reports/imaging (if available), conduct objective assessment which may include observation, measures of range of movement, swelling, biomechanics, posture, strength, muscle length, manual muscle testing and instrumental strength testing, passive physiological and passive accessory movements, palpation, movement analysis of functional activities.</td>
<td>3</td>
<td>High</td>
</tr>
<tr>
<td>MS03</td>
<td>(Assessment)</td>
<td>Assessment - musculo-skeletal (peripheral - lower limb) Comprehensive assessment of a clients’ musculoskeletal and neuromuscular system and how these factors affect the clients' functional ability. Conduct subjective assessment, review diagnostic reports/imaging (if available), conduct objective assessment which may include observation, measures of range of movement, swelling etc., biomechanics, posture, strength, muscle length, manual muscle testing and instrumental strength testing, passive physiological and passive accessory movements, palpation, movement analysis of functional activities. May include use of standardised tools and tests such as Foot Posture Index.</td>
<td>4</td>
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<tr>
<td>MS04</td>
<td>Assessment - musculo-skeletal (vertebral)</td>
<td>Comprehensive assessment of a clients’ musculoskeletal and neuromuscular system and how these factors affect the clients’ functional ability. Conduct subjective assessment, review diagnostic reports/imaging (if available), conduct objective assessment which may include observation, measures of range of movement, posture, swelling etc., strength, passive accessory movements, palpation, movement analysis of functional activities.</td>
<td>3</td>
<td>High</td>
</tr>
<tr>
<td>MS05</td>
<td>Assessment - musculo-skeletal using standardised test</td>
<td>Objective assessment of a clients’ musculoskeletal and neuromuscular health using standardised tests e.g. DASH (Disabilities of Arm Shoulder and Hand) scale.</td>
<td>1</td>
<td>Low</td>
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<tr>
<td>MS06</td>
<td>Assessment - trismus</td>
<td>Assessment of range of movement of the jaw including taking baseline and review measurements of jaw range and strength. Indications include head and neck radiation / surgery.</td>
<td>1</td>
<td>Low</td>
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<tr>
<td>MS07</td>
<td>Exercise program - stretching and active and/or passive ROM exercises</td>
<td>Prescribe ROM exercises and/or stretches specific to the client's diagnosis/injury (including precautions and restriction based on orthopaedic protocol if relevant). Supervise practice and trial of exercises and prescribe home program (including written resources). Review and monitor, progressing as indicated.</td>
<td>3</td>
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<tr>
<td>MS08</td>
<td>Exercise program - strengthening (upper limb)</td>
<td>Prescribe strengthening exercises specific to the client's diagnosis/injury (including precautions and restriction based on orthopaedic protocol if relevant). Supervise practice and trial of exercises and prescribe home program (including written resources). Supply or provide information to client on obtaining equipment e.g. (theraputty, theraband, resistive foam, free weights). Review and monitor, progressing as indicated.</td>
<td>3</td>
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<tr>
<td>MS09</td>
<td>(Intervention)</td>
<td><strong>Exercise program - strengthening (lower limb)</strong></td>
<td>Prescription &amp; home program, including precautions and restriction based on orthopaedic protocol if relevant.</td>
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<td>Supervise practice and trial of exercises &amp; prescribe home program (including written resources). Supply or provide information to client on obtaining equipment (e.g. theraband, weights). Review &amp; monitor, progressing as indicated.</td>
<td>4</td>
<td>High</td>
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<tr>
<td>MS10</td>
<td>(Intervention)</td>
<td><strong>Exercise program - hand therapy</strong></td>
<td>Prescription, instruct/demonstrate ROM &amp;/or strengthening exercises specific to the client's diagnosis/injury (including precautions and restriction based on orthopaedic protocol). Supervise practice &amp; trial of exercises &amp; prescribe home program (including written resources). Supply or provide information to client on obtaining equipment (e.g. theraputty, theraband). Review &amp; monitor, progressing as indicated.</td>
<td>1</td>
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<tr>
<td>MS11</td>
<td>(Intervention)</td>
<td><strong>Exercise program - hydrotherapy</strong></td>
<td>Based on results of musculoskeletal assessment, develop &amp; prescribe a water-based program to address the identified needs, provide education &amp; hands on training to client &amp; their support persons on implementation of program including precautions. Review &amp; progress/modify as indicated.</td>
<td>1</td>
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<tr>
<td>MS12</td>
<td>(Intervention)</td>
<td><strong>Exercise program - posture &amp; core strength</strong></td>
<td>Based on results of musculoskeletal assessment, develop &amp; prescribe an exercise program incorporating posture &amp; core strength exercises +/- ROM. Review &amp; progress/modify as indicated.</td>
<td>1</td>
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<tr>
<td>MS13</td>
<td>(Intervention)</td>
<td><strong>Therapy program - trismus</strong></td>
<td>Provide intervention program comprising techniques to improve the range of movement of the jaw and strength including implementing, monitoring &amp; progressing jaw range exercises &amp; tools (e.g. passive jaw stretches, tongue depressor stacks &amp; Therabite).</td>
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<tr>
<td>MS14</td>
<td>(Intervention) Splinting (musculo-skeletal conditions including hand injuries)</td>
<td>Ascertain referring physician's/surgeon's plan regarding splinting requirements including - type of surgical intervention (e.g. tendon repair), PROM and AROM limitations, other protocol restrictions if relevant. Fabricate customised splint or adjust prefabricated splint appropriate for client's diagnosis/rehab needs. Fit and adjust as required. Provide education to client on splint wear, precautions and how to care for the splint including written instructions. Review for fit and use. Progress splint as indicated by protocol / surgeon.</td>
<td>3</td>
<td>High</td>
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<tr>
<td>MS15</td>
<td>(Intervention) Manual therapy (musculo-skeletal conditions)</td>
<td>Prescribe and provide manual therapy for musculo-skeletal problems. Includes passive physiological and passive accessory movements and mobilisations, assisted stretches. Trial intervention and review. Progress as indicated.</td>
<td>2</td>
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<tr>
<td>MS16</td>
<td>(Intervention) Massage / soft tissue manipulation techniques - (musculo-skeletal conditions)</td>
<td>Prescribe and soft tissue manipulation techniques for musculo-skeletal problems. Includes soft tissue massage, trigger point, myofacial.</td>
<td>1</td>
<td>High</td>
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<tr>
<td>MS17</td>
<td>(Intervention) Electro-physical agents (musculo-skeletal conditions)</td>
<td>Prescribe and provide electro-physical agents (ultrasound, interferential, TENS, Laser) for musculo-skeletal problems. Trial intervention and review. Progress as indicated.</td>
<td>2</td>
<td>High</td>
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<tr>
<td>MS18</td>
<td>(Intervention) Taping (musculo-skeletal conditions)</td>
<td>Apply rigid tape, kinesiotape, dynamic tape and fixomull to address musculo-skeletal dysfunction (pain, posture, instability). Check precautions/contraindications, clean skin, apply tape based on biomechanical assessment (loading / unloading structures). Provide instructions to client and warning, and safety check if relevant (e.g. capillary refill). Review effect.</td>
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<tr>
<td>MS19</td>
<td>(Intervention) Shoulder sling (musculo-skeletal conditions)</td>
<td>Provide (select and fit) sling to minimise pain and optimise posture, including education of client on use and care of sling.</td>
<td>1</td>
<td>Low</td>
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<tr>
<td>NE01</td>
<td>(Assessment) Assessment - neurological (mobility and movement)</td>
<td>Conduct comprehensive assessment of the mobility and movement impacts of neurological injury / conditions. Conduct subjective assessment, review diagnostic reports/imaging, comprehensively assess neuro-musculo-skeletal system, oculomotor system, and vestibular system. Measure/assess ROM, strength/power, gross and fine motor co-ordination, functional movement, sensation and pain with standardised methods/tools e.g. SARA. Note: generally implemented as part of comprehensive neurological assessment with mobility, balance, comprehensive functional (ADL) assessment - these are represented in other sections.</td>
<td>2</td>
<td>Low</td>
</tr>
<tr>
<td>NE02</td>
<td>(Assessment) Assessment - neurological (neuro-muscular - upper body)</td>
<td>Assessment of neuro-muscular and adaptive changes of upper body (including shoulder complex, upper trunk, and neck) including contracture, spasticity and tone in muscle groups effected by neurological injury / condition. Includes physical assessment (palpation, resistance to movement, strength) and may include use of a standardised assessment tool such as the Australian Spasticity Assessment Scale, or Modified Ashworth scale.</td>
<td>1</td>
<td>Low</td>
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<tr>
<td>Task Code</td>
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<tr>
<td>NE03</td>
<td>(Assessment)</td>
<td>Assessment - neurological (neuromuscular - lower body)</td>
<td>Assessment of neuro-muscular and adaptive changes of lower body (including hip girdle and lower back, lower limb) including contracture, spasticity and tone in muscle groups effected by neurological injury / condition. Includes physical assessment (palpation, resistance to movement, strength) and may include use of a standardised assessment tool such as the Australian Spasticity Assessment Scale, or Modified Ashworth scale.</td>
<td>1</td>
</tr>
<tr>
<td>NE04</td>
<td>(Intervention)</td>
<td>Stretching and positioning (neurological conditions)</td>
<td>Prescribe, instruct and supervise stretching and positioning program for clients with neurological conditions with problems of muscle/soft tissue length / joint range impacting function. Provide education to client and carer on independently implementing the program including recommended frequency and duration, and precautions. Review outcomes from prescribed intervention and progress program as required.</td>
<td>1</td>
</tr>
<tr>
<td>NE05</td>
<td>(Intervention)</td>
<td>Splinting (neurological conditions)</td>
<td>Prescription of ready to wear fabric splints and modification of static thermoplastic splints for neurological conditions, such as ABI, CP. Task includes modification and trial of splint. Contraindications, precautions are considered. Education and warnings are provided to the patient and carer along with instructions for the wear and care of the splint and any associated exercises / splint-free time and activities. Review outcomes from prescribed intervention and alter splint as required.</td>
<td>1</td>
</tr>
<tr>
<td>NE06</td>
<td>(Intervention)</td>
<td>Therapy program - functional task retraining (neurological conditions)</td>
<td>Training of safe and efficient movement patterns to optimise function. Can include functional task practice, range, stretch and coordination exercises balance and strength exercises, stretching, dual tasking practice, vestibuloocular retraining.</td>
<td>1</td>
</tr>
<tr>
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<tr>
<td>NE07</td>
<td>(Intervention)</td>
<td>Therapy program - movement retraining for mobility/transfers (neurological conditions)</td>
<td>Training of safe and efficient movement patterns to optimise mobility for clients with movement and perceptual problems (e.g. ataxia, freezing, neglect) related to neurological conditions. Can include functional mobility, balance and strength exercises, dual tasking practice, vestibulo-ocular retraining, 'unfreezing' strategies etc. Note: tasks related specifically to retraining gait, stairs, transfers etc. are in Mobility &amp; Transfers section.</td>
<td>1</td>
</tr>
<tr>
<td>NE08</td>
<td>(Intervention)</td>
<td>Education - functional impacts of mild traumatic brain injury</td>
<td>Provide clients (+/-) family, staff with education about mild head injury symptoms, precautions, and simple strategies. Provide basic advice on return to work/school. Carried out as an inpatient or outpatient.</td>
<td>1</td>
</tr>
</tbody>
</table>

**ORAL & ORO-MOTOR**

| OM01      | (Assessment)      | Oro-motor assessment | Assessment of the cranial nerves (sensory and motor function), oromotor strength, speed, coordination and ROM needed for speech and/or swallowing. May include use of standardised test e.g. VMPAC, DEAP. | 3 | Moderate |
| OM02      | (Intervention)    | Therapy program - oro-motor strengthening, ROM and awareness | Design and prescribe a program of specific exercises and activities addressing oral musculature strength, range of motion (ROM) and awareness. Program components are determined by assessment finding and goals of intervention and may include thermal stimulation, tongue activities, jaw activities. Provide instructions to client and supervise practice and demonstration of program. Review and monitor progress and progress activities as required. | 1 | Low |

**PAIN**
<table>
<thead>
<tr>
<th>Task Code</th>
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</thead>
<tbody>
<tr>
<td>PN01</td>
<td>(Assessment)</td>
<td>Screening assessment - pain</td>
<td>Basic screening assessment of pain including site of pain, intensity, frequency, type/quality of pain, aggravating and easing factors and simple pain rating scale e.g. Visual analogue / ten point scale.</td>
<td>3</td>
</tr>
<tr>
<td>PN02</td>
<td>(Assessment)</td>
<td>Comprehensive assessment - pain</td>
<td>Detailed pain history taking: body chart, site of pain, intensity, frequency, type/quality of pain, aggravating and easing factors, current management including medication, EPA, ice/heat, physical therapeutic strategies like exercise or stretches, and aids. Use of pain rating scale/s: Visual Analogue (pain thermometer), Abbey Pain Scale, Brief Pain Inventory. May include observation or pain rating during functional or aggravating activities. Task undertaken as one component of a more comprehensive subjective assessment including social history, medical history etc., as part of a baseline assessment process or part of a review (e.g. chronic pain). Findings contribute to diagnosis formation and development of an intervention plan which may include referral to specialist teams (e.g. chronic pain services)</td>
<td>3</td>
</tr>
<tr>
<td>PN03</td>
<td>(Intervention)</td>
<td>Pain management - education and advice</td>
<td>Provide education, advice and support for clients, carer and other stakeholders (e.g. aged care centre staff) on general pain management strategies with an emphasis on function. May include standardised information on strategies for managing medication routine, equipment/aids, task modification and fatigue management.</td>
<td>1</td>
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**PRESSURE CARE**

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<tr>
<th>Task Code</th>
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<tbody>
<tr>
<td>PC01</td>
<td>(Assessment)</td>
<td>Screening assessment - pressure risk</td>
<td>Basic assessment of pressure area risk and pressure care needs with a focus on addressing short term needs or low risk situations (e.g. assessment of need for heel protectors or low pressure relieving cushion).</td>
<td>1</td>
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<tr>
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<tr>
<td>PC02</td>
<td>(Assessment)</td>
<td>Assessment - pressure area risk including standardised tools</td>
<td>Comprehensive assessment of a client's risk factors for development of pressure areas. Assessment includes history taking, review of chart, information on nutrition, mobility, continence, capacity to pressure relieve, assessment of environment (including current seating, bed, wheelchair, commode), and current pressure care equipment use (cushion, mattress). Also includes physical assessment including examination of current pressure areas and 'at risk' areas (e.g. bony protuberances). Task may also include observation of client's ability to pressure relieve (e.g. roll, sit-stand, weight shift in seated position, triceps strength). The task generally includes use of Waterlow or other formal / standardised tools such as Norton's, or Braden's.</td>
<td>3</td>
</tr>
<tr>
<td>PC03</td>
<td>(Intervention)</td>
<td>Equipment - basic pressure reliving equipment (prescription, sourcing, supply, education, trial)</td>
<td>Provide education and prescribe basic pressure relieving equipment to prevent pressure injuries/wounds/ulcers developing e.g. heel protectors, low pressure relief products. Task particularly relevant to low or short-term risk of pressure injuries (e.g. short term incapacitation / reduced mobility due to fracture)</td>
<td>1</td>
</tr>
<tr>
<td>PC04</td>
<td>(Intervention)</td>
<td>Equipment - pressure mattress (prescription, sourcing, supply, education, trial)</td>
<td>Prescribe a pressure mattress based on assessment findings. Source and supply equipment or provide information on sourcing equipment to client / carer. Provide training to client and carers on safe and effective use of equipment and maintenance/care/cleaning. Trial equipment and review to ensure suitability and outcomes of prescription are achieved.</td>
<td>2</td>
</tr>
<tr>
<td>PC05</td>
<td>(Intervention)</td>
<td>Equipment - pressure cushion (prescription, sourcing, supply, education, trial)</td>
<td>Prescribe a pressure cushion for regular seating (including wheelchair) based on assessment findings. Source and supply equipment or provide information on sourcing equipment to client / carer. Provide training to client and carers on safe and effective use of equipment and maintenance/care/cleaning. Trial equipment and review to ensure suitability and outcomes of prescription are achieved.</td>
<td>2</td>
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<tr>
<td>PC06</td>
<td>(Intervention) Equipment - commode pressure cushion (prescription, sourcing, supply, education, trial)</td>
<td>Prescribe a pressure cushion for a commode based on assessment findings. Source and supply equipment or provide information on sourcing equipment to client / carer. Provide training to client and carers on safe and effective use of equipment and maintenance/care/cleaning. Trial equipment and review to ensure suitability and outcomes of prescription are achieved.</td>
<td>1</td>
<td>Low</td>
</tr>
<tr>
<td>PC07</td>
<td>(Intervention) Education - pressure care (general)</td>
<td>Education to client's and caregiver's for clients assessed as at risk of developing pressure areas. Education includes risks and contributing factors to pressure area development and principles of pressure area prevention. Task also involves training (instruction, demonstration, practice) pressure relieving techniques.</td>
<td>1</td>
<td>Low</td>
</tr>
<tr>
<td>PB01</td>
<td>(Assessment) Screening assessment - depression (client / carer)</td>
<td>Screening assessment, using standardised tools, and/or subjective assessment findings for depression. Standardised tools include Geriatric Depression Scale (GDS), KICA-depression, Anxiety Scale. Subjective assessment includes information gathering from client and carer / family (as appropriate) in relation to signs and symptoms of depression.</td>
<td>4</td>
<td>Vary</td>
</tr>
<tr>
<td>PB02</td>
<td>(Assessment) Screening assessment - behaviour</td>
<td>Assessment of client's behaviours of concern including verbal/physical aggression, wandering, and how these impact on the client's function and their care and how these affect their carers and community.</td>
<td>1</td>
<td>Moderate</td>
</tr>
<tr>
<td>PB03</td>
<td>(Assessment) Assessment - stress</td>
<td>Basic assessment of client stress including use of assessment tools (e.g. stress thermometer VAS)</td>
<td>1</td>
<td>High</td>
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<tr>
<td>PB04</td>
<td>(Assessment)</td>
<td>(Assessment - psychological) Comprehensive assessment of mental and emotional health with or without use of standardised test. Assessment includes a focus on identifying mental health conditions and potential for intervention to improve mental and emotional wellbeing.</td>
<td>1</td>
<td>High</td>
</tr>
<tr>
<td>PB05</td>
<td>(Intervention)</td>
<td>(Cognitive behavioural therapy) Provide psychotherapy to assist the client to change unhelpful or unhealthy thinking habits, feelings and behaviours such as anxiety, depression, low self-esteem, uncontrollable anger, substance abuse, eating disorders and other problems. Work with the client to utilise practical self-help strategies designed to bring about positive and immediate changes in their quality of life.</td>
<td>2</td>
<td>High</td>
</tr>
<tr>
<td>PB06</td>
<td>(Intervention)</td>
<td>(Education - stress management) Provide group-based and individual education on basic stress management and relaxation techniques including deep breathing, progressive muscular relaxation. Provide written resources.</td>
<td>2</td>
<td>Moderate</td>
</tr>
<tr>
<td>PB07</td>
<td>(Intervention)</td>
<td>(Counselling) Provide counselling for patients and families including adjustment to illness facilitating development of coping strategies</td>
<td>1</td>
<td>Not recorded</td>
</tr>
<tr>
<td>PB08</td>
<td>(Intervention)</td>
<td>(Counselling - body image and identity) Provide counselling on body image/sexuality and identity to patients including change management.</td>
<td>1</td>
<td>Not recorded</td>
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**RESPIRATORY & ENT**

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<tr>
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<tbody>
<tr>
<td>RE01</td>
<td>(Assessment)</td>
<td>(Assessment - respiratory (subjective)) Subjective assessment: History (medical, social, ADL/functional, mobility, exercise tolerance, smoking history and other risk factors etc.), symptoms (dyspnoea, cough productivity, sputum quality).</td>
<td>1</td>
<td>High</td>
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<tr>
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<tr>
<td>RE02</td>
<td>(Assessment) Assessment - respiratory (objective)</td>
<td>Objective respiratory assessment includes review (or assessment of) vital signs and observations (e.g. HR, temp, SaO2), auscultation, cough / sputum, observation and palpation (breathing pattern, posture, fremitus, accessory muscle use and other compensatory strategies). Also includes review and interpretation of chest X-ray and other imaging. May also include functional exercise tolerance testing (see Cardiovascular, Fitness &amp; Exercise Tolerance areas).</td>
<td>2</td>
<td>High</td>
</tr>
<tr>
<td>RE03</td>
<td>(Assessment) Assessment - respiratory (spirometry)</td>
<td>Conduct spirometry test using standard instructions and procedure to assess lung function (FEV1 FVC, volume and flow) using the spirometer laptop and program.</td>
<td>2</td>
<td>High</td>
</tr>
<tr>
<td>RE04</td>
<td>(Intervention) Respiratory intervention - general</td>
<td>Prescribe, instruct and supervise intervention for respiratory conditions including breathing exercises, cough and huff, and exercise (upper limb, mobilising). Intervention provided with or without oxygen as appropriate.</td>
<td>1</td>
<td>High</td>
</tr>
<tr>
<td>RE05</td>
<td>(Intervention) Respiratory intervention - bubble PEP</td>
<td>Instruct and educate patient on indication for and correct use of Bubble Positive Expiratory Pressure (PEP) device and prescribe frequency. Supervise trial use and provide feedback until patient demonstrating capability to use independently. Review use and effect.</td>
<td>1</td>
<td>High</td>
</tr>
<tr>
<td>RE06</td>
<td>(Intervention) Respiratory intervention - active cycle of breathing technique (ACBT)</td>
<td>Prescribe active cycle of breathing technique using standard procedure. Instruct and supervise practice of ACBT, providing feedback and recommendation regrading frequency of independent use of technique. Client may also be provided with written instructions. Provide education for client on effect and benefit for sputum clearance, oxygen saturation and respiratory symptoms. Review outcomes.</td>
<td>2</td>
<td>High</td>
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<tr>
<td>RE07</td>
<td>(Intervention) Pulmonary rehabilitation program</td>
<td>Exercise-based rehabilitation program for clients with chronic respiratory dysfunction using lower limb strengthening and endurance training</td>
<td>1</td>
<td>High</td>
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<tr>
<td>RE08</td>
<td>(Intervention) Education - Tuberculosis (TB)</td>
<td>Ascertain client’s current knowledge and understanding of TB. Provide education about TB including signs and symptoms, infection control measures and management relevant to disease stage, and strategies to control symptoms and maximise function.</td>
<td>1</td>
<td>Moderate</td>
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**SCARS, WOUNDS & SKIN**

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<tbody>
<tr>
<td>SC01</td>
<td>(Assessment) Clinical photography - wounds, scars and skin lesions</td>
<td>Obtain consent from client for image capture and store. Use digital photography to document wounds, scars or other skin lesions. Store images in accordance with local procedures. May also include use of store and forward technology to augment consultation with/by another health professional (e.g. wounds specialist)</td>
<td>4</td>
<td>Moderate</td>
</tr>
<tr>
<td>SC02</td>
<td>(Assessment) Assessment - burns</td>
<td>Assess burns wounds and scarring. Objective assessment: including extent/size, height, pliability, pigmentation, wound healing, dressings/agents currently used, range of motion and contractures. Subjective assessment: history of presenting condition and other relevant history (e.g. ADL, occupation), symptoms, impacts on function. Focus of assessment is indications for garments, exercises, and massage. Liaison with specialist burns services / professionals may be indicated to support interpretation of assessment findings and management planning.</td>
<td>2</td>
<td>Low</td>
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<tr>
<td>SC03</td>
<td>(Assessment)</td>
<td>Assess wounds and scars (operative scars, trauma). Objective assessment: including extent/size, scar height, pliability and mobility, pigmentation / colour, healing, dressings/agents currently used, range of motion and contractures. Subjective assessment: history of presenting condition and other relevant history (e.g. ADL, occupation), symptoms, impacts on function. Focus of assessment is indications for garments, exercises, and massage. Liaison with specialist services / professionals (e.g. burns, plastics) may be indicated to support interpretation of assessment findings and management planning.</td>
<td>3</td>
<td>High</td>
</tr>
<tr>
<td>SC04</td>
<td>(Assessment)</td>
<td>Conduct complex wound assessment of foot and lower leg using podiatry procedures.</td>
<td>1</td>
<td>High</td>
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<tr>
<td>SC05</td>
<td>(Assessment)</td>
<td>Assess and monitor wounds and/or scars (e.g. burns, operative wounds, skin breakdown, keloid/hypertrophic scars) using the Modified Vancouver Scale, Wound Rating Scale.</td>
<td>2</td>
<td>Low</td>
</tr>
<tr>
<td>SC06</td>
<td>(Assessment)</td>
<td>Take swab of wound on lower limb. Process swab and interpret findings in relation to intervention plan.</td>
<td>1</td>
<td>High</td>
</tr>
<tr>
<td>SC07</td>
<td>(Intervention)</td>
<td>Apply appropriate wound dressing (and bandages) based on assessment findings and knowledge of the qualities/indications of the various dressing products. Provide instructions to client (+/- carer) regarding care of dressing, arrangements for dressing change etc.</td>
<td>2</td>
<td>High</td>
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<tr>
<td>SC08</td>
<td>(Intervention) Pressure garments for wounds and scars - monitoring and review</td>
<td>Review and monitoring of customised pressure garments for scar / wound management for fit, usage, acceptability to client, effectiveness, wear and condition. Garments may have been previously prescribed by same therapist or specialised service (e.g. urban wounds service). Task may include liaison with specialised service to support clinical decision making.</td>
<td>2</td>
<td>Low</td>
</tr>
<tr>
<td>SC09</td>
<td>(Intervention) Scar management - massage and other management techniques</td>
<td>Massage and other soft tissue mobilising techniques (stretches, ROM exercises, kinesio-taping, LASER) for scars. Generally implemented with home program.</td>
<td>1</td>
<td>Moderate</td>
</tr>
<tr>
<td>SC10</td>
<td>(Intervention) Scar management - silicone / contact media</td>
<td>Prescribe use of silicone / contact media for scar management based on assessment findings and knowledge of indications for and properties of different products. Supply / apply product. Provide education on safe use and wear including precautions and information pamphlet. Review effect and continue or alter intervention as appropriate.</td>
<td>2</td>
<td>Moderate</td>
</tr>
<tr>
<td>SC11</td>
<td>(Intervention) Exercise program - scars / burns</td>
<td>Prescribe, instruct/demonstrate and supervise practice of range of motion exercises and stretches for scars / burns. May also include progression to resistance exercises. Program design is based on assessment findings, understanding of indications and contraindications for exercises for client's specific injury, and functional goals. Provide education on purpose of exercises/stretches and importance of maintaining / gaining range and how to perform safely and effectively. Includes prescription of equipment e.g.. theraband, theraputty. Review effect and progress program as indicated.</td>
<td>1</td>
<td>Low</td>
</tr>
<tr>
<td>SC12</td>
<td>(Intervention) Wounds, scar &amp; burns self-management strategies</td>
<td>Provide education and training for clients and carers in the use of scar/wound care techniques including massage, moisturisers, use and care of pressure garment, contact media, and desensitisation. Provide written resources and contacts (if relevant). Review program.</td>
<td>2</td>
<td>Moderate</td>
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<tr>
<td>SC13</td>
<td>(Intervention)</td>
<td>Therapy program - desensitisation</td>
<td>Provide intervention program for sensitivity - desensitisation and discrimination. Sensitivity may be associated with skin / soft tissue trauma, peripheral nerve pathology, burn or wound.</td>
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**SOCIAL & PSYCHO-SOCIAL**

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<tr>
<td>SP01</td>
<td>(Assessment)</td>
<td>Assessment - alcohol and drug use</td>
<td>Assessment of the cause of presenting intoxication and determination of the patient’s drug and alcohol use, frequency, level and risk and where relevant the reason for relapse.</td>
<td>1</td>
</tr>
<tr>
<td>SP02</td>
<td>(Assessment)</td>
<td>Assessment - psycho-social (basic / general)</td>
<td>Broad assessment of mental, physical and emotional health, social status and the patient's perception of self and their ability to function in the community.</td>
<td>2</td>
</tr>
<tr>
<td>SP03</td>
<td>(Assessment)</td>
<td>Assessment - social history</td>
<td>Assessment of current supports (type / frequency / service levels / agencies / family / informal carers), living arrangements, significant relationships, financial matters, social functioning and participation (cultural / spiritual / social engagement), lifestyle.</td>
<td>3</td>
</tr>
<tr>
<td>SP04</td>
<td>(Assessment)</td>
<td>Assessment - parenting skills</td>
<td>Assessment of parenting skills utilising the 12 key parenting behaviours assessment tool to determine parent’s ability to promote and support their physical, emotional, social and intellectual development of their child from infancy to adulthood</td>
<td>1</td>
</tr>
<tr>
<td>SP05</td>
<td>(Assessment)</td>
<td>Assessment - carer burden</td>
<td>Assessment (standardised/non-standardised) of carer stress using tools such as Carer Burden Scale, Zarit Carer Burden, Screening assessment involving a direct questions or Burden Interview.</td>
<td>3</td>
</tr>
<tr>
<td>Task Code</td>
<td>Task type &amp; title</td>
<td>Task description</td>
<td>Sites identifying task ( /5 )</td>
<td>Average Task Frequency</td>
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<tr>
<td>SP06</td>
<td>(Intervention) Facilitate client engagement - community and cultural</td>
<td>Facilitate client's community engagement by transporting client/arranging transport, and supporting client to attend or engage in community activities or roles.</td>
<td>1</td>
<td>High</td>
</tr>
<tr>
<td>SP07</td>
<td>(Intervention) Facilitate client engagement - health service</td>
<td>Provide encouragement and support for clients to engage with health services including providing education about services, or about procedures or tests recommended for client in their care plan. Facilitate attendance at appointments (practical support including scheduling, liaison between client and service and transport arrangements).</td>
<td>1</td>
<td>High</td>
</tr>
<tr>
<td>SP08</td>
<td>(Intervention) Respite coordination</td>
<td>Coordination of client's access to respite including referral, liaison with respite service, family, client, arrangements for travel, escorts, finances. Manage arrangements in close collaboration with client and family.</td>
<td>1</td>
<td>Moderate</td>
</tr>
<tr>
<td>SP09</td>
<td>(Intervention) Social supports / services - facilitate access</td>
<td>Source / facilitate access to support services in the community, based on client and carer needs and service eligibility / availability and other factors. May include liaison with support services e.g. respite, social, domestic support, HACC; and provision of information to client and carer about services available and how to access them.</td>
<td>3</td>
<td>High</td>
</tr>
<tr>
<td>SP10</td>
<td>(Intervention) End of life planning and support</td>
<td>Provide information and assistance for clients and their families with regard to end of life planning including wills, advanced health directive and enduring power of attorney. Provide support for client and family. Maintain the comfort, choices and quality of life of the patient who is recognised to be in the terminal stage; support their individuality and care for the psychosocial and spiritual needs of themselves and their families.</td>
<td>2</td>
<td>High</td>
</tr>
<tr>
<td>Task Code</td>
<td>Task type &amp; title</td>
<td>Task description</td>
<td>Sites identifying task ( /5 )</td>
<td>Average Task Frequency</td>
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<tr>
<td>SP11</td>
<td>(Intervention)</td>
<td>Ascertain client’s current knowledge and understanding about alcohol and other drugs. Provide education about A&amp;OD management if relevant</td>
<td>1</td>
<td>High</td>
</tr>
<tr>
<td>SP12</td>
<td>(Intervention)</td>
<td>Facilitate / contribute to support groups for patients and their families.</td>
<td>1</td>
<td>Low</td>
</tr>
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<tr>
<td><strong>SWALLOWING</strong></td>
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<tr>
<td>SW01</td>
<td>(Assessment)</td>
<td>Basic screening assessment of dysphagia comprising standardised questions such as dysphagia symptoms of coughing or choking on food/fluid, problems swallowing medications. May also include basic observation of positioning and signs of dysphagia during meal time.</td>
<td>2</td>
<td>Low</td>
</tr>
<tr>
<td>SW02</td>
<td>(Assessment)</td>
<td>Assessment of a client’s ability to safely swallow a range of textures and liquid consistencies. This involves observation of the oral and pharyngeal stages of the swallow, during food/fluid trials, assessment of a client's positioning during eating to determine optimum positioning for safety. Subjective component includes information gathering on swallowing history, issues, recent chest infections, etc.</td>
<td>3</td>
<td>Moderate</td>
</tr>
<tr>
<td>SW03</td>
<td>(Assessment)</td>
<td>Assessment using a stethoscope, of a client’s ability to swallow a range of textures; enabling the sounds of the swallow and respiration to be assessed. Findings are integrated into broader assessment of client's swallowing function.</td>
<td>3</td>
<td>Moderate</td>
</tr>
<tr>
<td>Task Code</td>
<td>Task type &amp; title</td>
<td>Task description</td>
<td>Sites identifying task (/5)</td>
<td>Average Task Frequency</td>
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<tr>
<td>SW04</td>
<td>(Assessment)</td>
<td>Instrumental assessment of the oral and pharyngeal phase of the swallow. Involves observing the client consume barium coated food and fluid textures that enables a moving X-RAY image of the swallowing function. This procedure is conducted by the Speech Pathologist in conjunction with the radiographer and occasionally a radiologist.</td>
<td>1</td>
<td>Low</td>
</tr>
<tr>
<td>SW05</td>
<td>(Assessment)</td>
<td>Assessment of the impact of cancer treatments (e.g. radiotherapy, surgery, chemotherapy) on a patient's swallowing and communication status. Examples of treatment impacts are: xerostomia (dry mouth), mucositis (mucosal ulceration), dysphagia (swallowing difficulties) etc.</td>
<td>1</td>
<td>Low</td>
</tr>
<tr>
<td>SW06</td>
<td>(Intervention)</td>
<td>Prescribe adaptive mealtime equipment to increase functional independence and swallowing safety of clients (e.g. cut-out cups). Provide instructions / training in use of the equipment to client (and carer or health service staff as relevant). Trial and monitor outcomes against intervention goals.</td>
<td>1</td>
<td>Low</td>
</tr>
<tr>
<td>SW07</td>
<td>(Intervention)</td>
<td>Prescribe specific textures/fluids and/or modification of mealtime plan based on assessment findings to enhance safety / limit risk for client's with swallowing difficulties. Provide education for clients, carers +/- health service / aged care or respite facility staff on plan and on process/products relevant to texture/thickness modification. Trial and monitor outcomes during trial phase of a new diet texture / fluid thickness modification, with particular reference to clients mealtime options and consistency of food/fluid intake with recommendations. Modification may include puree, minced, soft foods and prescription of mildly, moderately or extremely thick fluids.</td>
<td>4</td>
<td>Moderate</td>
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<tr>
<td>Task Code</td>
<td>Task type &amp; title</td>
<td>Task description</td>
<td>Sites identifying task ( /5 )</td>
<td>Average Task Frequency</td>
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<tr>
<td>SW08</td>
<td>(Intervention)</td>
<td>Diet texture and adaptive feeding equipment (paediatrics)</td>
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<td>Low</td>
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<tr>
<td>SW09</td>
<td>(Intervention)</td>
<td>Education - strategies for swallowing medication</td>
<td>1</td>
<td>Low</td>
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<tr>
<td>SW10</td>
<td>(Intervention)</td>
<td>Education - compensatory swallowing strategies</td>
<td>2</td>
<td>Low</td>
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<tr>
<td>SW11</td>
<td>(Intervention)</td>
<td>Education - treatment impacts on swallowing and communication</td>
<td>1</td>
<td>Low</td>
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<tr>
<td>SW12</td>
<td>(Intervention)</td>
<td>Therapy program - dysphagia</td>
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<td>Low</td>
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<tr>
<td>Task Code</td>
<td>Task type &amp; title</td>
<td>Task description</td>
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<tr>
<td>SW13</td>
<td>(Intervention)</td>
<td>Therapy program - paediatric feeding Design and prescribe a therapy program to meet the needs of a paediatric client with feeding problems. Examples of interventions in program include thermal stimulation, oro-motor awareness, alternative positioning, desensitisation, and jaw stability. Deliver training to child and family. Review and monitor outcomes of therapy program against goals.</td>
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<tr>
<td>VS01</td>
<td>(Assessment)</td>
<td>Clinical photography &amp; videography Obtain consent from client for image capture and store. Use digital photography to support clinical care. Examples include analysis of gait or reaching biomechanics, video of functional performance for tracking changes during rehab program. Store images in accordance with local procedures. May also include use of store and forward technology to augment consultation with/by another health professional.</td>
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<tr>
<td>VS02</td>
<td>(Assessment)</td>
<td>Weight, Height, BMI &amp; Waist Circumference Measure height and weight of adults using standardised process and calculate Body Mass Index (BMI), Healthy Weight Range (HWR) and Adjusted Ideal Body Weight (adjusted IBW). Measure waist circumference.</td>
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<tr>
<td>VS03</td>
<td>(Assessment)</td>
<td>Biochemistry Use clinical information system to access biochemistry information e.g. blood gases, U+E. Interpret data in context of other assessment findings.</td>
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<tr>
<td>VS04</td>
<td>(Assessment)</td>
<td>Vital signs and observations Complete basic clinical observations / vital signs - heart rate (manual or instrumental), respiratory rate, oxygen saturation (pulse oximetry), blood pressure. Record findings on a general observation chart or medical record. Identify values that are out of normal range using reference values or similar tools (Modified Early Warning Score) and action a referral to medical officer or relevant member of the team if indicated. Provide results to client.</td>
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</tbody>
</table>

**VITAL SIGNS, OBSERVATIONS & CLINICAL MEASUREMENTS**
Attachment 3 Proposed skill share / multi-professional tasks

Task List – Proposed skill share / multi-professional tasks

This attachment should be read in conjunction with the full Project Report, which outlines the method used to generate the task list. The project report also describes the key assumptions and principles of skill sharing in allied health teams. This is relevant to the interpretation of the task list. Specifically, the following should be noted:

- The lists includes clinical tasks that are currently delivered in part or in full by more than one profession in the project site teams (either multi-professional or existing skill shared tasks), and those which were determined by project site teams as appropriate for skill sharing.

- The task list comprises aggregated findings from five rural or remote allied health teams, and therefore reflect the model of care, setting, staffing, professional experiences and attitudes of staff, service drivers, business / finance constraints and a range of other factors.

- The task list is not suggested to constitute a best practice model of care in all health settings, services, teams and organisations.

- The task titles are indicative of the clinical activities involved in the task only, and should not be read to mean the entire scope of the task is appropriate for skill sharing (see Attachment 1 for specific comments on each task).

- Skill sharing requires rigorous clinical governance, training and competency assessment, supervision and supporting service changes. Where these supporting processes are inadequate, implementation of skill shared tasks is inappropriate and potentially introduces risks for clients.

Table 1

Tasks with moderate or high average frequency in project sites (i.e. provide more frequently than monthly) (n=170). Higher frequency tasks are more strongly indicated for skill sharing than lower frequency tasks. They provide generally more favourable net gain from the trade-off of training time investment for service quality / efficiency gain. Higher frequency tasks also support skill maintenance for the trained practitioner.

Table 2

Tasks which have lower average task frequency (monthly or greater) but were assessed as appropriate for multi-professional delivery (including skill sharing) or already provided by more than one profession in the project site teams (n=49). These tasks are presented for noting as in some services they may be provided with greater frequency, or be otherwise regarded as useful to skill share.
Table 1: Multi-professional (including skill shared) tasks relevant to rural/remote allied health teams – moderate to high task frequency

<table>
<thead>
<tr>
<th>Task title (high and moderate frequency tasks only)</th>
<th>No. project sites undertaking task /5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ADL &amp; Function</strong></td>
<td></td>
</tr>
<tr>
<td>[AD01] Screening assessment - domestic ADL and personal ADL</td>
<td>3</td>
</tr>
<tr>
<td>[AD02] Assessment - instrumental ADL</td>
<td>3</td>
</tr>
<tr>
<td>[AD03] Assessment - domestic ADL (meal preparation and cooking)</td>
<td>5</td>
</tr>
<tr>
<td>[AD04] Assessment - domestic ADL (cleaning, laundry, other)</td>
<td>2</td>
</tr>
<tr>
<td>[AD05] Assessment - personal ADL (dressing)</td>
<td>4</td>
</tr>
<tr>
<td>[AD06] Assessment - personal ADL (grooming)</td>
<td>3</td>
</tr>
<tr>
<td>[AD07] Assessment - personal ADL (toileting)</td>
<td>4</td>
</tr>
<tr>
<td>[AD08] Assessment - personal ADL (showering)</td>
<td>4</td>
</tr>
<tr>
<td>[AD09] Assessment - personal ADL (feeding)</td>
<td>2</td>
</tr>
<tr>
<td>[AD10] Screening assessment - home environment</td>
<td>2</td>
</tr>
<tr>
<td>[AD11] Assessment - home environment</td>
<td>4</td>
</tr>
<tr>
<td>[AD12] Assessment - community safety</td>
<td>1</td>
</tr>
<tr>
<td>[AD13] Home modifications (Minor)</td>
<td>4</td>
</tr>
<tr>
<td>[AD15] Equipment - shower chair &amp; shower stool</td>
<td>4</td>
</tr>
<tr>
<td>[AD16] Equipment - raised toilet seat &amp; toilet surround</td>
<td>3</td>
</tr>
<tr>
<td>[AD17] Equipment - over toilet frame</td>
<td>3</td>
</tr>
<tr>
<td>[AD21] Equipment - kitchen aids</td>
<td>2</td>
</tr>
<tr>
<td>[AD22] Equipment - ADL aids (assistive technology)</td>
<td>1</td>
</tr>
<tr>
<td>[AD23] Functional training - Personal ADL (toileting)</td>
<td>3</td>
</tr>
<tr>
<td>[AD24] Functional training - Personal ADL (showering)</td>
<td>3</td>
</tr>
<tr>
<td>[AD25] Functional training - Personal ADL (dressing)</td>
<td>3</td>
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<tr>
<td>[AD26] Functional training - Personal ADL (grooming)</td>
<td>3</td>
</tr>
<tr>
<td>[AD27] Functional training - Personal ADL (feeding)</td>
<td>3</td>
</tr>
<tr>
<td>[AD28] Functional needs - Domestic ADL (shopping, medications, housework, laundry)</td>
<td>1</td>
</tr>
<tr>
<td>[AD30] Training carer in Personal ADL support strategies</td>
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<tr>
<td>[AD31] Community safety activities &amp; practice</td>
<td>1</td>
</tr>
<tr>
<td><strong>Bladder &amp; Bowel</strong></td>
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</tr>
<tr>
<td>[BB01] Screening assessment - Continence</td>
<td>1</td>
</tr>
<tr>
<td>[BB02] Assessment - Continence</td>
<td>4</td>
</tr>
<tr>
<td>[BB04] Equipment - Continence aids (prescribe, source, supply, trial)</td>
<td>2</td>
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<tr>
<td><strong>Cardiovascular, Fitness &amp; Exercise Tolerance</strong></td>
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<tr>
<td>[CV01] Six minute walk test (6MWT)</td>
<td>3</td>
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<tr>
<td>[CV02] Assessment (subjective) - functional exercise tolerance</td>
<td>1</td>
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<tr>
<td>[CV04] Exercise program - exercise tolerance and general fitness</td>
<td>3</td>
</tr>
<tr>
<td><strong>Chronic Disease Prevention &amp; Management</strong></td>
<td></td>
</tr>
<tr>
<td>[CD01] Stages of change assessment and motivational interviewing</td>
<td>2</td>
</tr>
<tr>
<td>[CD02] Screening assessment - risk of diabetes</td>
<td>1</td>
</tr>
<tr>
<td>[CD03] Brief intervention - physical activity</td>
<td>1</td>
</tr>
<tr>
<td>[CD04] Brief intervention - nutrition</td>
<td>2</td>
</tr>
<tr>
<td>[CD05] Education - diabetes</td>
<td>1</td>
</tr>
<tr>
<td>[CD06] Education - asthma</td>
<td>1</td>
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<tr>
<td>Task title (high and moderate frequency tasks only)</td>
<td>No. project sites undertaking task /5</td>
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<tr>
<td>[ CD07 ] Education - hypertension</td>
<td>1</td>
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<tr>
<td>[ CD08 ] Education - prevention of chronic disease</td>
<td>1</td>
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<tr>
<td>[ CD09 ] Men's group facilitation</td>
<td>1</td>
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<tr>
<td><strong>Cognition, Perception &amp; Memory</strong></td>
<td>1</td>
</tr>
<tr>
<td>[ CP01 ] Assessment (informal) - cognition (information gathering)</td>
<td>1</td>
</tr>
<tr>
<td>[ CP010 ] Therapy program - Perceptual (visual interventions)</td>
<td>2</td>
</tr>
<tr>
<td>[ CP02 ] Screening assessment - cognition (using standardised tools)</td>
<td>3</td>
</tr>
<tr>
<td>[ CP03 ] Screening assessment - cognition (sKICA screen short version)</td>
<td>2</td>
</tr>
<tr>
<td>[ CP04 ] Screening assessment - cognition (using standardised tool: KICA-Cog Informant Questionnaire)</td>
<td>1</td>
</tr>
<tr>
<td>[ CP06 ] Assessment - perception (primarily visio-perceptual)</td>
<td>2</td>
</tr>
<tr>
<td>[ CP07 ] Brief intervention - cognition (dementia &amp; memory)</td>
<td>1</td>
</tr>
<tr>
<td>[ CP09 ] Therapy program - cognition (education, recommendations and strategies)</td>
<td>4</td>
</tr>
<tr>
<td><strong>Communication &amp; Hearing</strong></td>
<td>3</td>
</tr>
<tr>
<td>[ CH01 ] Screening assessment - speech</td>
<td>3</td>
</tr>
<tr>
<td>[ CH03 ] Screening assessment - receptive language skills</td>
<td>3</td>
</tr>
<tr>
<td>[ CH05 ] Screening assessment - expressive language skills</td>
<td>3</td>
</tr>
<tr>
<td>[ CH07 ] Assessment - pragmatic language skills</td>
<td>2</td>
</tr>
<tr>
<td>[ CH21 ] Therapy program - phonological awareness/ pre-literacy skills</td>
<td>1</td>
</tr>
<tr>
<td><strong>Developmental &amp; Child Health</strong></td>
<td>2</td>
</tr>
<tr>
<td>[ DV01 ] Screening assessment - developmental milestones</td>
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<tr>
<td>[ DV02 ] Assessment - developmental (subjective &amp; observational)</td>
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<tr>
<td>[ DV03 ] Assessment - developmental (using standardised assessment tools)</td>
<td>3</td>
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<tr>
<td>[ DV04 ] Assessment - developmental (play based observation)</td>
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<tr>
<td>[ DV05 ] Assessment - developmental (classroom observation)</td>
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<tr>
<td>[ DV06 ] Assessment - developmental (gross motor skills)</td>
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<tr>
<td>[ DV07 ] Assessment - developmental (fine motor skills)</td>
<td>2</td>
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<tr>
<td>[ DV11 ] Assessment - developmental (child growth trends)</td>
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<tr>
<td>[ DV13 ] Assessment - paediatric musculo-skeletal (plagiocephaly)</td>
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<td>[ DV18 ] Plagiocephaly positioning and education</td>
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<td>[ DV21 ] Therapy program - developmental (classroom programming)</td>
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<td>[ DV22 ] Therapy program - developmental (sensory processing)</td>
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<td>[ DV23 ] Therapy program - developmental (gross motor)</td>
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<tr>
<td>[ DV25 ] Therapy program - developmental (fine motor)</td>
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<tr>
<td>[ DV27 ] Therapy program - developmental (play therapy - social skills)</td>
<td>1</td>
</tr>
<tr>
<td>[ DV28 ] Education - Developmental (general)</td>
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</tr>
<tr>
<td>[ DV30 ] Education &amp; training - positioning of child</td>
<td>1</td>
</tr>
<tr>
<td>[ DV31 ] Education - growth faltering child</td>
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<tr>
<td>[ DV32 ] Behavioural Intervention - developmental / paediatric</td>
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<tr>
<td><strong>Diet &amp; Nutrition</strong></td>
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<tr>
<td>[ DN02 ] Screening Assessment - Malnutrition Screening Tool (MST)</td>
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<tr>
<td>[ DN03 ] Screening assessment - Subjective Global Assessment (SGA)</td>
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<tr>
<td>[ DN06 ] Assessment - diet history / nutritional intake</td>
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<td>[ DN09 ] Estimated Energy Requirements (EER)</td>
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<tr>
<td>Task title</td>
<td>No. project sites undertaking task /5</td>
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<tr>
<td>[ DN12 ] Nutrition counselling</td>
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<td>[ DN13 ] Weight reduction / energy modified diet (individual)</td>
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<tr>
<td>[ DN14 ] High protein / high energy (HPHE) diet</td>
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<tr>
<td>[ DN26 ] Food supply and local food service systems</td>
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<tr>
<td>[ DN27 ] Nutrition health promotion or health education program</td>
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</tr>
<tr>
<td><strong>Fatigue &amp; Sleep</strong></td>
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<tr>
<td>[ FS03 ] Education - energy conservation techniques</td>
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<tr>
<td>[ FS04 ] Education - sleep hygiene and fatigue management</td>
<td>2</td>
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<tr>
<td><strong>Foot care</strong></td>
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</tr>
<tr>
<td>[ FC02 ] Diabetes foot assessment</td>
<td>1</td>
</tr>
<tr>
<td>[ FC03 ] Vascular assessment (foot &amp; lower limb)</td>
<td>1</td>
</tr>
<tr>
<td>[ FC04 ] Neurological assessment (foot &amp; lower limb)</td>
<td>1</td>
</tr>
<tr>
<td>[ FC08 ] Semmes Weinstein 10g monofilament test (foot &amp; lower limb)</td>
<td>1</td>
</tr>
<tr>
<td>[ FC09 ] 128Hz Graduated Tuning Fork test (foot &amp; lower limb)</td>
<td>1</td>
</tr>
<tr>
<td>[ FC31 ] Education - foot self care</td>
<td>1</td>
</tr>
<tr>
<td>[ FC32 ] Education - Diabetes complications impact on lower limb</td>
<td>1</td>
</tr>
<tr>
<td><strong>General / Multiple</strong></td>
<td></td>
</tr>
<tr>
<td>[ GM01 ] Triage &amp; clinical prioritisation</td>
<td>3</td>
</tr>
<tr>
<td>[ GM02 ] Access and interpret clinical information</td>
<td>2</td>
</tr>
<tr>
<td>[ GM03 ] Subjective history taking (general)</td>
<td>2</td>
</tr>
<tr>
<td>[ GM04 ] Aged Care Client Record (ACCR)</td>
<td>1</td>
</tr>
<tr>
<td>[ GM05 ] Assessment - ACAT</td>
<td>1</td>
</tr>
<tr>
<td>[ GM07 ] Comprehensive Disability Assessment (CDA)</td>
<td>2</td>
</tr>
<tr>
<td><strong>Lymphoedema, Oedema &amp; Vascular</strong></td>
<td></td>
</tr>
<tr>
<td>[ LO01 ] Assessment - lymphoedema</td>
<td>3</td>
</tr>
<tr>
<td>[ LO02 ] Assessment - oedema (other than lymphoedema)</td>
<td>4</td>
</tr>
<tr>
<td>[ LO05 ] Compression garments for lymphoedema / oedema</td>
<td>3</td>
</tr>
<tr>
<td>[ LO06 ] Lymphoedema self-management program</td>
<td>2</td>
</tr>
<tr>
<td>[ LO07 ] Oedema self-management program</td>
<td>2</td>
</tr>
<tr>
<td><strong>Mobility &amp; Transfers</strong></td>
<td></td>
</tr>
<tr>
<td>[ MT01 ] Timed up and go (TUG)</td>
<td>2</td>
</tr>
<tr>
<td>[ MT02 ] Screening assessment - mobility</td>
<td>3</td>
</tr>
<tr>
<td>[ MT03 ] Assessment - functional mobility</td>
<td>5</td>
</tr>
<tr>
<td>[ MT04 ] Comprehensive assessment - mobility (gait)</td>
<td>4</td>
</tr>
<tr>
<td>[ MT05 ] Screening assessment - balance</td>
<td>3</td>
</tr>
<tr>
<td>[ MT06 ] Comprehensive assessment - balance</td>
<td>2</td>
</tr>
<tr>
<td>[ MT07 ] Assessment - stairs mobility</td>
<td>3</td>
</tr>
<tr>
<td>[ MT08 ] Assessment - transfers</td>
<td>2</td>
</tr>
<tr>
<td>[ MT10 ] Screening assessment - falls risk</td>
<td>3</td>
</tr>
<tr>
<td>[ MT11 ] Comprehensive assessment - falls risk</td>
<td>1</td>
</tr>
<tr>
<td>[ MT12 ] Assessment - bed mobility</td>
<td>2</td>
</tr>
<tr>
<td>[ MT14 ] Assessment - manual wheelchair (for community mobility)</td>
<td>2</td>
</tr>
<tr>
<td>[ MT17 ] Assessment - seating (wheelchair)</td>
<td>2</td>
</tr>
<tr>
<td>Task title</td>
<td>No. project sites undertaking task</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>------------------------------------</td>
</tr>
<tr>
<td>[ MT20 ] Equipment - manual wheelchair (basic / short-term)</td>
<td>3</td>
</tr>
<tr>
<td>[ MT21 ] Equipment - manual wheelchair (complex)</td>
<td>3</td>
</tr>
<tr>
<td>[ MT27 ] Equipment - single point (walking) stick and crutches</td>
<td>5</td>
</tr>
<tr>
<td>[ MT28 ] Equipment - four wheel walker</td>
<td>4</td>
</tr>
<tr>
<td>[ MT29 ] Equipment - walking frame</td>
<td>4</td>
</tr>
<tr>
<td>[ MT31 ] Education - falls prevention</td>
<td>3</td>
</tr>
<tr>
<td>[ MT32 ] Functional training - balance</td>
<td>3</td>
</tr>
<tr>
<td>[ MT33 ] Functional training - bed mobility</td>
<td>2</td>
</tr>
<tr>
<td>[ MT34 ] Functional training - mobility (indoor)</td>
<td>3</td>
</tr>
<tr>
<td>[ MT35 ] Functional training - mobility (outdoor / community)</td>
<td>1</td>
</tr>
<tr>
<td>[ MT37 ] Functional training - transfers</td>
<td>1</td>
</tr>
<tr>
<td>[ MT38 ] Functional training - vehicle transfers</td>
<td>1</td>
</tr>
<tr>
<td>Musculo-skeletal &amp; Injury</td>
<td></td>
</tr>
<tr>
<td>[ MS01 ] Assessment - musculo-skeletal (peripheral - hand)</td>
<td>3</td>
</tr>
<tr>
<td>[ MS02 ] Assessment - musculo-skeletal (peripheral - upper limb other than hand)</td>
<td>3</td>
</tr>
<tr>
<td>[ MS03 ] Assessment - musculo-skeletal (peripheral - lower limb)</td>
<td>4</td>
</tr>
<tr>
<td>[ MS07 ] Exercise program - stretching and active and/or passive ROM exercises</td>
<td>3</td>
</tr>
<tr>
<td>[ MS08 ] Exercise program - strengthening (upper limb)</td>
<td>3</td>
</tr>
<tr>
<td>[ MS09 ] Exercise program - strengthening (lower limb)</td>
<td>4</td>
</tr>
<tr>
<td>[ MS10 ] Exercise program - hand therapy</td>
<td>1</td>
</tr>
<tr>
<td>[ MS14 ] Splinting (musculo-skeletal conditions including hand injuries)</td>
<td>3</td>
</tr>
<tr>
<td>[ MS15 ] Manual therapy (musculo-skeletal conditions)</td>
<td>2</td>
</tr>
<tr>
<td>[ MS17 ] Electro-physical agents (musculo-skeletal conditions)</td>
<td>2</td>
</tr>
<tr>
<td>[ MS18 ] Taping (musculo-skeletal conditions)</td>
<td>2</td>
</tr>
<tr>
<td>Neurological</td>
<td></td>
</tr>
<tr>
<td>[ NE06 ] Therapy program - functional task retraining (neurological conditions)</td>
<td>1</td>
</tr>
<tr>
<td>Pain</td>
<td></td>
</tr>
<tr>
<td>[ PN01 ] Screening assessment - pain</td>
<td>3</td>
</tr>
<tr>
<td>[ PN02 ] Comprehensive assessment - pain</td>
<td>3</td>
</tr>
<tr>
<td>Pressure Care</td>
<td></td>
</tr>
<tr>
<td>[ PC01 ] Screening assessment - pressure risk</td>
<td>1</td>
</tr>
<tr>
<td>[ PC03 ] Equipment - basic pressure reliving equipment</td>
<td>1</td>
</tr>
<tr>
<td>[ PC05 ] Equipment - pressure cushion</td>
<td>2</td>
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<tr>
<td>Psychological &amp; Behavioural</td>
<td></td>
</tr>
<tr>
<td>[ PB01 ] Screening assessment - depression (client / carer)</td>
<td>4</td>
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<tr>
<td>[ PB02 ] Screening assessment - behaviour</td>
<td>1</td>
</tr>
<tr>
<td>[ PB03 ] Assessment - stress</td>
<td>1</td>
</tr>
<tr>
<td>[ PB06 ] Education - stress management</td>
<td>2</td>
</tr>
<tr>
<td>Respiratory &amp; ENT</td>
<td></td>
</tr>
<tr>
<td>[ RE08 ] Education - Tuberculosis (TB)</td>
<td>1</td>
</tr>
<tr>
<td>Scars, Wounds &amp; Skin</td>
<td></td>
</tr>
<tr>
<td>[ SC01 ] Clinical photography - wounds, scars and skin lesions</td>
<td>4</td>
</tr>
<tr>
<td>[ SC03 ] Assessment - wounds and scars</td>
<td>3</td>
</tr>
<tr>
<td>Task title (high and moderate frequency tasks only)</td>
<td>No. project sites undertaking task /5</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>[ SC06 ] Wound swab - foot / lower limb</td>
<td>1</td>
</tr>
<tr>
<td>[ SC07 ] Wound dressings</td>
<td>2</td>
</tr>
<tr>
<td>[ SC09 ] Scar management - massage and other management techniques</td>
<td>1</td>
</tr>
<tr>
<td>[ SC10 ] Scar management - silicone / contact media</td>
<td>2</td>
</tr>
<tr>
<td><strong>Social &amp; Psycho-Social</strong></td>
<td>1</td>
</tr>
<tr>
<td>[ SP02 ] Assessment - psycho-social (basic / general)</td>
<td>2</td>
</tr>
<tr>
<td>[ SP03 ] Assessment - social history</td>
<td>3</td>
</tr>
<tr>
<td>[ SP04 ] Assessment - parenting skills</td>
<td>1</td>
</tr>
<tr>
<td>[ SP05 ] Assessment - carer burden</td>
<td>3</td>
</tr>
<tr>
<td>[ SP06 ] Facilitate client engagement - community and cultural</td>
<td>1</td>
</tr>
<tr>
<td>[ SP08 ] Respite coordination</td>
<td>1</td>
</tr>
<tr>
<td>[ SP09 ] Social supports / services - facilitate access</td>
<td>3</td>
</tr>
<tr>
<td>[ SP11 ] Education - Alcohol and drug awareness</td>
<td>1</td>
</tr>
<tr>
<td><strong>Swallowing</strong></td>
<td>4</td>
</tr>
<tr>
<td>[ SW07 ] Diet texture / fluid thickness and meal-time plan modification (adults)</td>
<td>4</td>
</tr>
<tr>
<td><strong>Vital Signs, Observations &amp; Clinical Measurements</strong></td>
<td></td>
</tr>
<tr>
<td>[ VS01 ] Clinical photography &amp; videography</td>
<td>2</td>
</tr>
<tr>
<td>[ VS02 ] Weight, Height, BMI &amp; Waist Circumference</td>
<td>2</td>
</tr>
<tr>
<td>[ VS03 ] Biochemistry</td>
<td>1</td>
</tr>
<tr>
<td>[ VS04 ] Vital signs and observations</td>
<td>2</td>
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</tbody>
</table>
Attachment 4 Occupational Therapy

Task List – Occupational Therapy

This attachment presents the aggregated data from project sites relevant to this profession.

Explanatory notes:

1. **Tasks currently performed by this profession in project sites – full scope of task**
   - Comprises all tasks identified at one or more sites as provided by this profession to full extent, or close to full extent, as stated in the task description (see Attachment 2).

2. **Proposed skill share tasks from other profession/s – full task**
   - Comprises tasks identified at one or more project sites as appropriate for skill sharing full (or near full) scope of the task to this profession.
   - Task titles are indicative of the clinical activities involved only, and should not be read to mean the entire scope of the task is appropriate for skill sharing (See Attachment 1 for information on the scope of skill sharing relevant to each specific task)
   - May include tasks undertaken by this profession as part of usual practice in other services or locations beyond the project sites. The decision to ‘skill share’ a task is made in the context of the sites the data was collected i.e. five rural or remote allied health teams. The decision to skill share implies that the profession does not currently perform the task or performs the task to only limited scope in one or more project sites, and would therefore require training and support to change practice and deliver the task.
   - The decision to skill share was made by the relevant teams under the assumptions listed in the project report related to clinical governance, training, competency assessment and mandatory supervision of the profession with the task in its current scope of practice.

3. **Tasks this profession is solely responsible for at project sites – current models of care and – skill sharing implemented**
   - Comprises the tasks only performed by this profession in the current models of care at project sites and if all tasks proposed for skill sharing were implemented.
   - Does not suggest that listed tasks are solely performed by this profession in every clinical setting/organisation, but rather that it was the case in the five project sites.

Does not indicate endorsement for the implementation of all proposed skill sharing decisions in any or all services. Changes to models of care are complex decisions to be made by individual teams / services with due regard to service demands, patient safety and a range of professional and organisational factors.
Tasks currently performed by occupational therapy in project sites – full scope of task

**ADL & Function**

[ AD01 ] Screening assessment - domestic ADL and personal ADL  
[ AD02 ] Assessment - instrumental ADL  
[ AD03 ] Assessment - domestic ADL (meal preparation and cooking)  
[ AD04 ] Assessment - domestic ADL (cleaning, laundry, other)  
[ AD05 ] Assessment - personal ADL (dressing)  
[ AD06 ] Assessment - personal ADL (grooming)  
[ AD07 ] Assessment - personal ADL (toileting)  
[ AD08 ] Assessment - personal ADL (showering)  
[ AD09 ] Assessment - personal ADL (feeding)  
[ AD10 ] Screening assessment - home environment  
[ AD11 ] Assessment - home environment  
[ AD13 ] Home modifications (Minor)  
[ AD14 ] Home modifications (Major)  
[ AD15 ] Equipment - shower chair & shower stool  
[ AD16 ] Equipment - raised toilet seat & toilet surround  
[ AD17 ] Equipment - over toilet frame  
[ AD18 ] Equipment - mobile shower commode  
[ AD19 ] Equipment - bedside commode (static)  
[ AD20 ] Equipment - transfer bench  
[ AD21 ] Equipment - kitchen aids  
[ AD22 ] Equipment - ADL aids (assistive technology)  
[ AD23 ] Functional training - Personal ADL (toileting)  
[ AD24 ] Functional training - Personal ADL (showering)  
[ AD25 ] Functional training - Personal ADL (dressing)  
[ AD26 ] Functional training - Personal ADL (grooming)  
[ AD27 ] Functional training - Personal ADL (feeding)  
[ AD28 ] Functional needs - Domestic ADL (shopping, medications, housework, laundry)  
[ AD29 ] Functional training - Domestic ADL (basic meal preparation)  
[ AD30 ] Training carer in Personal ADL support strategies  
[ AD31 ] Community safety activities & practice  

**Bladder & Bowel**

[ BB01 ] Screening assessment - Continence  
[ BB04 ] Equipment - Continence aids (prescribe, source, supply, trial)  

**Cognition, Perception & Memory**

[ CP01 ] Assessment (informal) - cognition (information gathering)  
[ CP010 ] Therapy program - Perceptual (visual) interventions  
[ CP02 ] Screening assessment - cognition (using standardised tools)  
[ CP03 ] Screening assessment - cognition (sKICA screen short version)  
[ CP04 ] Screening assessment - cognition (using standardised tool: KICA-Cog Informant Questionnaire)  
[ CP05 ] Comprehensive assessment - cognition  
[ CP06 ] Assessment - perception (primarily visio-perceptual)  
[ CP07 ] Brief intervention - cognition (dementia & memory)  
[ CP08 ] Brief intervention - cognition (attention related activities)
[ CP09 ] Therapy program - cognition (education, recommendations and strategies)

**Developmental & Child Health**
- [ DV07 ] Assessment - developmental (fine motor skills)
- [ DV10 ] Assessment - developmental (sensory processing)
- [ DV25 ] Therapy program - developmental (fine motor)
- [ DV29 ] Education - paediatric toilet training
- [ DV30 ] Education & training - positioning of child
- [ DV32 ] Behavioural Intervention - developmental / paediatric

**Fatigue & Sleep**
- [ FS01 ] Assessment - fatigue & sleep
- [ FS02 ] Assessment - energy conservation
- [ FS03 ] Education - energy conservation techniques
- [ FS04 ] Education - sleep hygiene and fatigue management

**General / Multiple**
- [ GM01 ] Triage & clinical prioritisation
- [ GM02 ] Access and interpret clinical information
- [ GM03 ] Subjective history taking (general)
- [ GM04 ] Aged Care Client Record (ACCR)
- [ GM05 ] Assessment - ACAT
- [ GM06 ] Assessment - Personal Response System
- [ GM07 ] Comprehensive Disability Assessment (CDA)
- [ GM08 ] Goal identification

**Lymphoedema, Oedema & Vascular**
- [ LO01 ] Assessment - lymphoedema
- [ LO02 ] Assessment - oedema (other than lymphoedema)
- [ LO05 ] Compression garments for lymphoedema / oedema
- [ LO06 ] Lymphoedema self-management program
- [ LO07 ] Oedema self-management program

**Mobility & Transfers**
- [ MT02 ] Screening assessment - mobility
- [ MT05 ] Screening assessment - balance
- [ MT08 ] Assessment - transfers
- [ MT09 ] Assessment - vehicle transfers
- [ MT10 ] Screening assessment - falls risk
- [ MT11 ] Comprehensive assessment - falls risk
- [ MT12 ] Assessment - bed mobility
- [ MT14 ] Assessment - manual wheelchair (for community mobility)
- [ MT16 ] Comprehensive Assessment - power mobility aid (power wheelchair or scooter)
- [ MT17 ] Assessment - seating (wheelchair)
- [ MT18 ] Assessment - seating (chair / mat)
- [ MT19 ] Assessment - hoist & sling
- [ MT20 ] Equipment - manual wheelchair (basic / short-term)
- [ MT21 ] Equipment - manual wheelchair (complex)
- [ MT22 ] Equipment - power mobility aid
- [ MT23 ] Equipment - transfer aids other than hoist
[ MT24 ] Equipment - hoist
[ MT25 ] Equipment - bed mobility aids
[ MT26 ] Equipment - chairs
[ MT31 ] Education - falls prevention
[ MT37 ] Functional training - transfers
[ MT38 ] Functional training - vehicle transfers

**Musculo-skeletal & Injury**
[ MS01 ] Assessment - musculo-skeletal (peripheral - hand)
[ MS05 ] Assessment - musculo-skeletal using standardised test
[ MS14 ] Splinting (musculo-skeletal conditions including hand injuries)
[ MS19 ] Shoulder sling (musculo-skeletal conditions)

**Neurological**
[ NE04 ] Stretching and positioning (neurological conditions)
[ NE05 ] Splinting (neurological conditions)
[ NE08 ] Education - functional impacts of mild traumatic brain injury

**Pain**
[ PN01 ] Screening assessment - pain
[ PN02 ] Comprehensive assessment - pain
[ PN03 ] Pain management - education and advice

**Pressure Care**
[ PC01 ] Screening assessment - pressure risk
[ PC02 ] Assessment - pressure area risk including standardised tools
[ PC03 ] Equipment - basic pressure relieving equipment (prescription, sourcing, supply, education, trial)
[ PC04 ] Equipment - pressure mattress (prescription, sourcing, supply, education, trial)
[ PC05 ] Equipment - pressure cushion (prescription, sourcing, supply, education, trial)
[ PC06 ] Equipment - commode pressure cushion (prescription, sourcing, supply, education, trial)
[ PC07 ] Education - pressure care (general)

**Psychological & Behavioural**
[ PB01 ] Screening assessment - depression (client / carer)
[ PB03 ] Assessment - stress
[ PB06 ] Education - stress management

**Scars, Wounds & Skin**
[ SC01 ] Clinical photography - wounds, scars and skin lesions
[ SC02 ] Assessment - burns
[ SC03 ] Assessment - wounds and scars
[ SC05 ] Assessment - wounds and scars with standardised tool
[ SC07 ] Wound dressings
[ SC08 ] Pressure garments for wounds and scars - monitoring and review
[ SC09 ] Scar management - massage and other management techniques
[ SC10 ] Scar management - silicone / contact media
[ SC11 ] Exercise program - scars / burns
[ SC13 ] Therapy program - desensitisation
Social & Psycho-Social
[SP02] Assessment - psycho-social (basic / general)
[SP03] Assessment - social history
[SP05] Assessment - carer burden
[SP06] Facilitate client engagement - community and cultural
[SP08] Respite coordination

Vital Signs, Observations & Clinical Measurements
[VS01] Clinical photography & videography

Tasks currently performed by occupational therapy in project sites – component of task or inconsistent between sites

ADL & Function
[AD12] Assessment - community safety
[AD32] Return to work support strategies

Bladder & Bowel
[BB02] Assessment - Continence
[BB03] Exercise program - pelvic floor (non-complex incontinence)

Cardiovascular, Fitness & Exercise Tolerance
[CV02] Assessment (subjective) - functional exercise tolerance
[CV03] Education - exercise tolerance & cardiovascular/cardiopulmonary disease
[CV04] Exercise program - exercise tolerance and general fitness

Communication & Hearing
[CH15] Develop / fabricate 'low-tech' alternative augmentative communication (AAC) resource
[CH29] Compensatory communication strategies (communication partner)

Developmental & Child Health
[DV01] Screening assessment - developmental milestones
[DV02] Assessment - developmental (subjective & observational)
[DV03] Assessment - developmental (using standardised assessment tools)
[DV04] Assessment - developmental (play based observation)
[DV05] Assessment - developmental (classroom observation)
[DV06] Assessment - developmental (gross motor skills)
[DV12] Assessment - paediatric musculo-skeletal (general)
[DV21] Therapy program - developmental (classroom programming)
[DV22] Therapy program - developmental (sensory processing)
[DV23] Therapy program - developmental (gross motor)
[DV27] Therapy program - developmental (play therapy - social skills)
[DV28] Education - Developmental (general)

Mobility & Transfers
[MT03] Assessment - functional mobility
[MT04] Comprehensive assessment - mobility (gait)
[MT06] Comprehensive assessment - balance
[MT07] Assessment - stairs mobility
[MT27] Equipment - single point (walking) stick and crutches
Musculo-skeletal & Injury
[ MT28 ] Equipment - four wheel walker
[ MT29 ] Equipment - walking frame
[ MT33 ] Functional training - bed mobility
[ MT34 ] Functional training - mobility (indoor)

Musculo-skeletal & Injury
[ MS02 ] Assessment - musculo-skeletal (peripheral - upper limb other than hand)
[ MS08 ] Exercise program - strengthening (upper limb)
[ MS10 ] Exercise program - hand therapy

Neurological
[ NE01 ] Assessment - neurological (mobility and movement)
[ NE02 ] Assessment - neurological (neuro-muscular - upper body)
[ NE06 ] Therapy program - functional task retraining (neurological conditions)

Social & Psycho-Social
[ SP09 ] Social supports / services - facilitate access
[ SP12 ] Group facilitation - carer support group

Swallowing
[ SW06 ] Equipment - adaptive equipment for swallowing problems

Proposed skill share tasks from other profession/s to occupational therapy – full task

ADL & Function
[ AD09 ] Assessment - personal ADL (feeding)
[ AD12 ] Assessment - community safety

Bladder & Bowel
[ BB02 ] Assessment - Continence
[ BB03 ] Exercise program - pelvic floor (non-complex incontinence)

Cardiovascular, Fitness & Exercise Tolerance
[ CV01 ] Six minute walk test (6MWT)
[ CV02 ] Assessment (subjective) - functional exercise tolerance
[ CV03 ] Education - exercise tolerance & cardiovascular/cardiopulmonary disease
[ CV04 ] Exercise program - exercise tolerance and general fitness

Communication & Hearing
[ CH01 ] Screening assessment - speech
[ CH03 ] Screening assessment - receptive language skills
[ CH05 ] Screening assessment - expressive language skills

Developmental & Child Health
[ DV01 ] Screening assessment - developmental milestones
[ DV13 ] Assessment - paediatric musculo-skeletal (plagiocephaly)
[ DV18 ] Plagiocephaly positioning and education
[ DV28 ] Education - Developmental (general)

Diet & Nutrition
[ DN02 ] Screening Assessment - Malnutrition Screening Tool (MST)

Fatigue & Sleep
[ FS03 ] Education - energy conservation techniques
[ FS04 ] Education - sleep hygiene and fatigue management

**Mobility & Transfers**
[ MT01 ] Timed up and go (TUG)
[ MT03 ] Assessment - functional mobility
[ MT06 ] Comprehensive assessment - balance
[ MT07 ] Assessment - stairs mobility
[ MT27 ] Equipment - single point (walking) stick and crutches
[ MT28 ] Equipment - four wheel walker
[ MT29 ] Equipment - walking frame
[ MT33 ] Functional training - bed mobility
[ MT34 ] Functional training - mobility (indoor)
[ MT35 ] Functional training - mobility (outdoor / community)

**Musculo-skeletal & Injury**
[ MS01 ] Assessment - musculo-skeletal (peripheral - hand)
[ MS08 ] Exercise program - strengthening (upper limb)

**Neurological**
[ NE02 ] Assessment - neurological (neuro-muscular - upper body)
[ NE06 ] Therapy program - functional task retraining (neurological conditions)

**Pain**
[ PN02 ] Comprehensive assessment - pain

**Psychological & Behavioural**
[ PB02 ] Screening assessment - behaviour

**Social & Psycho-Social**
[ SP04 ] Assessment - parenting skills

**Swallowing**
[ SW01 ] Screening assessment - swallowing

**Proposed skill share tasks from other profession/s to occupational therapy – component of task**

**Communication & Hearing**
[ CH07 ] Assessment - pragmatic language skills
[ CH12 ] Assessment - phonological awareness/ pre-literacy skills
[ CH21 ] Therapy program - phonological awareness/ pre-literacy skills

**Developmental & Child Health**
[ DV02 ] Assessment - developmental (subjective & observational)
[ DV04 ] Assessment - developmental (play based observation)
[ DV06 ] Assessment - developmental (gross motor skills)
[ DV27 ] Therapy program - developmental (play therapy - social skills)

**Diet & Nutrition**
[ DN06 ] Assessment - diet history / nutritional intake

**Foot care**
[ FC02 ] Diabetes foot assessment
[ FC03 ] Vascular assessment (foot & lower limb)
[ FC04 ] Neurological assessment (foot & lower limb)
[ FC05 ] Infection risk assessment (foot & lower limb)
[ FC08 ] Semmes Weinstein 10g monofilament test (foot & lower limb)
[ FC09 ] 128Hz Graduated Tuning Fork test (foot & lower limb)
[ FC31 ] Education - foot self care
[ FC32 ] Education - Diabetes complications impact on lower limb

Mobility & Transfers
[ MT04 ] Comprehensive assessment - mobility (gait)
[ MT32 ] Functional training - balance

Musculo-skeletal & Injury
[ MS03 ] Assessment - musculo-skeletal (peripheral - lower limb)
[ MS07 ] Exercise program - stretching and active and/or passive ROM exercises

Neurological
[ NE01 ] Assessment - neurological (mobility and movement)

Swallowing
[ SW07 ] Diet texture / fluid thickness and meal-time plan modification (adults)

Tasks occupational therapy is solely responsible for at project sites – current models of care

ADL & Function
[ AD14 ] Home modifications (Major)
[ AD20 ] Equipment - transfer bench
[ AD22 ] Equipment - ADL aids (assistive technology)
[ AD23 ] Functional training - Personal ADL (toileting)
[ AD24 ] Functional training - Personal ADL (showering)
[ AD25 ] Functional training - Personal ADL (dressing)
[ AD26 ] Functional training - Personal ADL (grooming)
[ AD28 ] Functional needs - Domestic ADL (shopping, medications, housework, laundry)
[ AD29 ] Functional training - Domestic ADL (basic meal preparation)

Cognition, Perception & Memory
[ CP010 ] Therapy program - Perceptual (visual) interventions
[ CP03 ] Screening assessment - cognition (skICA screen short version)
[ CP04 ] Screening assessment - cognition (using standardised tool: KICA-Cog Informant Questionnaire)
[ CP05 ] Comprehensive assessment - cognition
[ CP06 ] Assessment - perception (primarily visio-perceptual)
[ CP07 ] Brief intervention - cognition (dementia & memory)
[ CP08 ] Brief intervention - cognition (attention related activities)

Developmental & Child Health
[ DV07 ] Assessment - developmental (fine motor skills)
[ DV10 ] Assessment - developmental (sensory processing)
[ DV25 ] Therapy program - developmental (fine motor)
[ DV29 ] Education - paediatric toilet training
Fatigue & Sleep
[FS01] Assessment - fatigue & sleep

Musculo-skeletal & Injury
[MS14] Splinting (musculo-skeletal conditions including hand injuries)

Pressure Care
[PC02] Assessment - pressure area risk including standardised tools
[PC03] Equipment - basic pressure relieving equipment

Scars, Wounds & Skin
[SC02] Assessment - burns
[SC11] Exercise program - scars / burns

Tasks occupational therapy is solely responsible for at project sites – skill sharing implemented

Cognition, Perception & Memory
[CP05] Comprehensive assessment - cognition
[CP08] Brief intervention - cognition (attention related activities)

Developmental & Child Health
[DV10] Assessment - developmental (sensory processing)
[DV29] Education - paediatric toilet training
Table 2: Multi-professional (including skill shared) tasks relevant to rural/remote allied health teams – low task frequency

<table>
<thead>
<tr>
<th>Task title (high and moderate frequency tasks only)</th>
<th>No. project sites undertaking task /5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ADL &amp; Function</strong></td>
<td></td>
</tr>
<tr>
<td>[AD14] Home modifications (Major)</td>
<td>4</td>
</tr>
<tr>
<td>[AD18] Equipment - mobile shower commode</td>
<td>3</td>
</tr>
<tr>
<td>[AD19] Equipment - bedside commode (static)</td>
<td>4</td>
</tr>
<tr>
<td>[AD20] Equipment - transfer bench</td>
<td>3</td>
</tr>
<tr>
<td>[AD29] Functional training - Domestic ADL (basic meal preparation)</td>
<td>1</td>
</tr>
<tr>
<td>[AD32] Return to work support strategies</td>
<td>1</td>
</tr>
<tr>
<td><strong>Bladder &amp; Bowel</strong></td>
<td></td>
</tr>
<tr>
<td>[BB03] Exercise program - pelvic floor (non-complex incontinence)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Cardiovascular, Fitness &amp; Exercise Tolerance</strong></td>
<td></td>
</tr>
<tr>
<td>[CV03] Education - exercise tolerance &amp; cardiovascular/cardiopulmonary disease</td>
<td>1</td>
</tr>
<tr>
<td><strong>Communication &amp; Hearing</strong></td>
<td></td>
</tr>
<tr>
<td>[CH12] Assessment - phonological awareness/ pre-literacy skills</td>
<td>1</td>
</tr>
<tr>
<td>[CH15] Develop / fabricate 'low-tech' alternative augmentative communication (AAC) resource</td>
<td>2</td>
</tr>
<tr>
<td>[CH29] Compensatory communication strategies (communication partner)</td>
<td>1</td>
</tr>
<tr>
<td><strong>Developmental &amp; Child Health</strong></td>
<td></td>
</tr>
<tr>
<td>[DV12] Assessment - paediatric musculo-skeletal (general)</td>
<td>2</td>
</tr>
<tr>
<td><strong>Diet &amp; Nutrition</strong></td>
<td></td>
</tr>
<tr>
<td>[DN24] Home enteral nutrition</td>
<td>2</td>
</tr>
<tr>
<td>[DN25] Education (Group) - nutrition and healthy diet</td>
<td>2</td>
</tr>
<tr>
<td><strong>Fatigue &amp; Sleep</strong></td>
<td></td>
</tr>
<tr>
<td>[FS01] Assessment - fatigue &amp; sleep</td>
<td>1</td>
</tr>
<tr>
<td>[FS02] Assessment - energy conservation</td>
<td>1</td>
</tr>
<tr>
<td><strong>General / Multiple</strong></td>
<td></td>
</tr>
<tr>
<td>[GM06] Assessment - Personal Response System</td>
<td>1</td>
</tr>
<tr>
<td>[GM08] Goal identification</td>
<td>1</td>
</tr>
<tr>
<td><strong>Mobility &amp; Transfers</strong></td>
<td></td>
</tr>
<tr>
<td>[MT09] Assessment - vehicle transfers</td>
<td>2</td>
</tr>
<tr>
<td>[MT16] Comprehensive Assessment - power mobility aid (power wheelchair or scooter)</td>
<td>2</td>
</tr>
<tr>
<td>[MT18] Assessment - seating (chair / mat)</td>
<td>1</td>
</tr>
<tr>
<td>[MT19] Assessment - hoist &amp; sling</td>
<td>1</td>
</tr>
<tr>
<td>[MT22] Equipment - power mobility aid</td>
<td>2</td>
</tr>
<tr>
<td>[MT23] Equipment - transfer aids other than hoist</td>
<td>3</td>
</tr>
<tr>
<td>[MT24] Equipment - hoist</td>
<td>2</td>
</tr>
<tr>
<td>[MT25] Equipment - bed mobility aids</td>
<td>2</td>
</tr>
<tr>
<td>[MT26] Equipment - chairs</td>
<td>2</td>
</tr>
<tr>
<td>Task title</td>
<td>No. project sites undertaking task</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>------------------------------------</td>
</tr>
<tr>
<td><strong>Musculo-skeletal &amp; Injury</strong></td>
<td></td>
</tr>
<tr>
<td>[ MS05 ] Assessment - musculo-skeletal using standardised test</td>
<td>1</td>
</tr>
<tr>
<td>[ MS06 ] Assessment - trismus</td>
<td>1</td>
</tr>
<tr>
<td>[ MS13 ] Therapy program - trismus</td>
<td>1</td>
</tr>
<tr>
<td>[ MS19 ] Shoulder sling (musculo-skeletal conditions)</td>
<td>1</td>
</tr>
<tr>
<td><strong>Neurological</strong></td>
<td></td>
</tr>
<tr>
<td>[ NE01 ] Assessment - neurological (mobility and movement)</td>
<td>2</td>
</tr>
<tr>
<td>[ NE02 ] Assessment - neurological (neuro-muscular - upper body)</td>
<td>1</td>
</tr>
<tr>
<td>[ NE04 ] Stretching and positioning (neurological conditions)</td>
<td>1</td>
</tr>
<tr>
<td>[ NE05 ] Splinting (neurological conditions)</td>
<td>1</td>
</tr>
<tr>
<td>[ NE08 ] Education - functional impacts of mild traumatic brain injury</td>
<td>1</td>
</tr>
<tr>
<td><strong>Pain</strong></td>
<td></td>
</tr>
<tr>
<td>[ PN03 ] Pain management - education and advice</td>
<td>1</td>
</tr>
<tr>
<td><strong>Pressure Care</strong></td>
<td></td>
</tr>
<tr>
<td>[ PC02 ] Assessment - pressure area risk including standardised tools</td>
<td>3</td>
</tr>
<tr>
<td>[ PC04 ] Equipment - pressure mattress (prescription, sourcing, supply, education, trial)</td>
<td>2</td>
</tr>
<tr>
<td>[ PC06 ] Equipment - commode pressure cushion (prescription, sourcing, supply, education, trial)</td>
<td>1</td>
</tr>
<tr>
<td>[ PC07 ] Education - pressure care (general)</td>
<td>1</td>
</tr>
<tr>
<td><strong>Scars, Wounds &amp; Skin</strong></td>
<td></td>
</tr>
<tr>
<td>[ SC02 ] Assessment - burns</td>
<td>2</td>
</tr>
<tr>
<td>[ SC05 ] Assessment - wounds and scars with standardised tool</td>
<td>2</td>
</tr>
<tr>
<td>[ SC08 ] Pressure garments for wounds and scars - monitoring and review</td>
<td>2</td>
</tr>
<tr>
<td>[ SC11 ] Exercise program - scars / burns</td>
<td>1</td>
</tr>
<tr>
<td>[ SC13 ] Therapy program - desensitisation</td>
<td>1</td>
</tr>
<tr>
<td><strong>Social &amp; Psycho-Social</strong></td>
<td></td>
</tr>
<tr>
<td>[ SP12 ] Group facilitation - carer support group</td>
<td>1</td>
</tr>
<tr>
<td><strong>Swallowing</strong></td>
<td></td>
</tr>
<tr>
<td>[ SW01 ] Screening assessment - swallowing</td>
<td>2</td>
</tr>
<tr>
<td>[ SW06 ] Equipment - adaptive equipment for swallowing problems</td>
<td>1</td>
</tr>
</tbody>
</table>
Attachment 5 Physiotherapy

Task List – Physiotherapy

This attachment presents the aggregated data from project sites relevant to this profession.

Explanatory notes:

4. Tasks currently performed by this profession in project sites – full scope of task
   - Comprises all tasks identified at one or more sites as provided by this profession to full extent, or close to full extent, as stated in the task description (see Attachment 2).

5. Proposed skill share tasks from other profession/s – full task
   - Comprises tasks identified at one or more project sites as appropriate for skill sharing full (or near full) scope of the task to this profession.
   - Task titles are indicative of the clinical activities involved only, and should not be read to mean the entire scope of the task is appropriate for skill sharing (See Attachment 1 for information on the scope of skill sharing relevant to each specific task)
   - May include tasks undertaken by this profession as part of usual practice in other services or locations beyond the project sites. The decision to ‘skill share’ a task is made in the context of the sites the data was collected i.e. five rural or remote allied health teams. The decision to skill share implies that the profession does not currently perform the task or performs the task to only limited scope in one or more project sites, and would therefore require training and support to change practice and deliver the task.
   - The decision to skill share was made by the relevant teams under the assumptions listed in the project report related to clinical governance, training, competency assessment and mandatory supervision of the profession with the task in its current scope of practice.

6. Tasks this profession is solely responsible for at project sites – current models of care and – skill sharing implemented
   - Comprises the tasks only performed by this profession in the current models of care at project sites and if all tasks proposed for skill sharing were implemented.
   - Does not suggest that listed tasks are solely performed by this profession in every clinical setting/organisation, but rather that it was the case in the five project sites.
   - Does not indicate endorsement for the implementation of all proposed skill sharing decisions in any or all services. Changes to models of care are complex decisions to be made by individual teams / services with due regard to service demands, patient safety and a range of professional and organisational factors.
Tasks currently performed by physiotherapy in project sites – full scope of task

ADL & Function
[ AD10 ] Screening assessment - home environment
[ AD12 ] Assessment - community safety
[ AD31 ] Community safety activities & practice

Bladder & Bowel
[ BB01 ] Screening assessment - Continence
[ BB02 ] Assessment - Continence
[ BB03 ] Exercise program - pelvic floor (non-complex incontinence)
[ BB04 ] Equipment - Continence aids (prescribe, source, supply, trial)

Cardiovascular, Fitness & Exercise Tolerance
[ CV01 ] Six minute walk test (6MWT)
[ CV02 ] Assessment (subjective) - functional exercise tolerance
[ CV04 ] Exercise program - exercise tolerance and general fitness

Cognition, Perception & Memory
[ CP01 ] Assessment (informal) - cognition (information gathering)

Developmental & Child Health
[ DV06 ] Assessment - developmental (gross motor skills)
[ DV08 ] Assessment - neuro-musculoskeletal (complex paediatric neurological disorder)
[ DV09 ] Assessment - developmental (Alberta Infant Motor Scale)
[ DV12 ] Assessment - paediatric musculo-skeletal (general)
[ DV13 ] Assessment - paediatric musculo-skeletal (plagiocephaly)
[ DV14 ] Assessment - paediatric musculo-skeletal (torticollis)
[ DV15 ] Assessment - paediatric musculo-skeletal (talipes)
[ DV17 ] Casting - lower limb (paediatrics) (neurological / musculo-skeletal conditions)
[ DV18 ] Plagiocephaly positioning and education
[ DV19 ] Therapy program - torticollis
[ DV23 ] Therapy program - developmental (gross motor)
[ DV24 ] Therapy program - developmental (mobility)
[ DV26 ] Therapy program - developmental (play therapy - physical development)
[ DV30 ] Education & training - positioning of child

Fatigue & Sleep
[ FS04 ] Education - sleep hygiene and fatigue management

General / Multiple
[ GM01 ] Triage & clinical prioritisation
[ GM02 ] Access and interpret clinical information
[ GM03 ] Subjective history taking (general)
[ GM04 ] Aged Care Client Record (ACCR)
[ GM05 ] Assessment - ACAT
[ GM06 ] Assessment - Personal Response System
[ GM07 ] Comprehensive Disability Assessment (CDA)
[ GM08 ] Goal identification
Lymphoedema, Oedema & Vascular
[ LO01 ] Assessment - lymphoedema
[ LO02 ] Assessment - oedema (other than lymphoedema)
[ LO04 ] Vertebral-basilar insufficiency testing
[ LO05 ] Compression garments for lymphoedema / oedema

Maternal Health
[ MA01 ] Assessment - pre and post-natal musculo-skeletal health
[ MA02 ] Education - antenatal and postnatal musculo-skeletal health

Mobility & Transfers
[ MT01 ] Timed up and go (TUG)
[ MT02 ] Screening assessment - mobility
[ MT03 ] Assessment - functional mobility
[ MT04 ] Comprehensive assessment - mobility (gait)
[ MT05 ] Screening assessment - balance
[ MT06 ] Comprehensive assessment - balance
[ MT07 ] Assessment - stairs mobility
[ MT08 ] Assessment - transfers
[ MT09 ] Assessment - vehicle transfers
[ MT10 ] Screening assessment - falls risk
[ MT11 ] Comprehensive assessment - falls risk
[ MT12 ] Assessment - bed mobility
[ MT13 ] Comprehensive assessment - bed mobility
[ MT14 ] Assessment - manual wheelchair (for community mobility)
[ MT16 ] Comprehensive Assessment - power mobility aid (power wheelchair or scooter)
[ MT17 ] Assessment - seating (wheelchair)
[ MT18 ] Assessment - seating (chair / mat)
[ MT19 ] Assessment - hoist & sling
[ MT20 ] Equipment - manual wheelchair (basic / short-term)
[ MT22 ] Equipment - power mobility aid
[ MT23 ] Equipment - transfer aids other than hoist
[ MT24 ] Equipment - hoist
[ MT25 ] Equipment - bed mobility aids
[ MT26 ] Equipment - chairs
[ MT27 ] Equipment - single point (walking) stick and crutches
[ MT28 ] Equipment - four wheel walker
[ MT29 ] Equipment - walking frame
[ MT30 ] Equipment - standing frame
[ MT31 ] Education - falls prevention
[ MT32 ] Functional training - balance
[ MT33 ] Functional training - bed mobility
[ MT34 ] Functional training - mobility (indoor)
[ MT35 ] Functional training - mobility (outdoor / community)
[ MT36 ] Functional training - stairs
[ MT38 ] Functional training - vehicle transfers
Musculo-skeletal & Injury
- [MS01] Assessment - musculo-skeletal (peripheral - hand)
- [MS02] Assessment - musculo-skeletal (peripheral - upper limb other than hand)
- [MS03] Assessment - musculo-skeletal (peripheral - lower limb)
- [MS04] Assessment - musculo-skeletal (vertebral)
- [MS05] Assessment - musculo-skeletal using standardised test
- [MS07] Exercise program - stretching and active and/or passive ROM exercises
- [MS08] Exercise program - strengthening (upper limb)
- [MS09] Exercise program - strengthening (lower limb)
- [MS10] Exercise program - hand therapy
- [MS11] Exercise program - hydrotherapy
- [MS12] Exercise program - posture & core strength
- [MS15] Manual therapy (musculo-skeletal conditions)
- [MS16] Massage / soft tissue manipulation techniques - (musculo-skeletal conditions)
- [MS17] Electro-physical agents (musculo-skeletal conditions)
- [MS18] Taping (musculo-skeletal conditions)
- [MS19] Shoulder sling (musculo-skeletal conditions)

Neurological
- [NE01] Assessment - neurological (mobility and movement)
- [NE02] Assessment - neurological (neuro-muscular - upper body)
- [NE03] Assessment - neurological (neuro-muscular - lower body)
- [NE04] Stretching and positioning (neurological conditions)
- [NE05] Splinting (neurological conditions)
- [NE06] Therapy program - functional task retraining (neurological conditions)
- [NE07] Therapy program - movement retraining for mobility/transfers (neurological conditions)

Pain
- [PN01] Screening assessment - pain
- [PN02] Comprehensive assessment - pain
- [PN03] Pain management - education and advice

Pressure Care
- [PC06] Equipment - commode pressure cushion (prescription, sourcing, supply, education, trial)
- [PC07] Education - pressure care (general)

Psychological & Behavioural
- [PB03] Assessment - stress
- [PB06] Education - stress management

Respiratory & ENT
- [RE01] Assessment - respiratory (subjective)
- [RE02] Assessment - respiratory (objective)
- [RE03] Assessment - respiratory (spirometry)
- [RE04] Respiratory intervention - general
- [RE05] Respiratory intervention - bubble PEP
- [RE06] Respiratory intervention - active cycle of breathing technique (ACBT)
- [RE07] Pulmonary rehabilitation program
Scars, Wounds & Skin
[ SC01 ] Clinical photography - wounds, scars and skin lesions
[ SC05 ] Assessment - wounds and scars with standardised tool
[ SC08 ] Pressure garments for wounds and scars - monitoring and review
[ SC09 ] Scar management - massage and other management techniques
[ SC13 ] Therapy program – desensitisation

Social & Psycho-Social
[ SP03 ] Assessment - social history
[ SP05 ] Assessment - carer burden
[ SP06 ] Facilitate client engagement - community and cultural
[ SP08 ] Respite coordination

Vital Signs, Observations & Clinical Measurements
[ VS01 ] Clinical photography & videography
[ VS02 ] Weight, Height, BMI & Waist Circumference
[ VS04 ] Vital signs and observations

Tasks currently performed by physiotherapy in project sites – component of task or inconsistent between sites

ADL & Function
[ AD01 ] Screening assessment - domestic ADL and personal ADL
[ AD02 ] Assessment - instrumental ADL
[ AD03 ] Assessment - domestic ADL (meal preparation and cooking)
[ AD04 ] Assessment - domestic ADL (cleaning, laundry, other)
[ AD05 ] Assessment - personal ADL (dressing)
[ AD06 ] Assessment - personal ADL (grooming)
[ AD07 ] Assessment - personal ADL (toileting)
[ AD08 ] Assessment - personal ADL (showering)
[ AD11 ] Assessment - home environment
[ AD13 ] Home modifications (Minor)
[ AD15 ] Equipment - shower chair & shower stool
[ AD16 ] Equipment - raised toilet seat & toilet surround
[ AD17 ] Equipment - over toilet frame
[ AD18 ] Equipment - mobile shower commode
[ AD19 ] Equipment - bedside commode (static)
[ AD21 ] Equipment - kitchen aids
[ AD30 ] Training carer in Personal ADL support strategies
[ AD32 ] Return to work support strategies

Cardiovascular, Fitness & Exercise Tolerance
[ CV03 ] Education - exercise tolerance & cardiovascular/cardiopulmonary disease

Cognition, Perception & Memory
[ CP02 ] Screening assessment - cognition (using standardised tools)
[ CP09 ] Therapy program - cognition (education, recommendations and strategies)
Developmental & Child Health
[ DV01 ] Screening assessment - developmental milestones
[ DV02 ] Assessment - developmental (subjective & observational)
[ DV03 ] Assessment - developmental (using standardised assessment tools)
[ DV04 ] Assessment - developmental (play based observation)
[ DV05 ] Assessment - developmental (classroom observation)
[ DV21 ] Therapy program - developmental (classroom programming)
[ DV28 ] Education - Developmental (general)

Fatigue & Sleep
[ FS02 ] Assessment - energy conservation
[ FS03 ] Education - energy conservation techniques

Lymphoedema, Oedema & Vascular
[ LO06 ] Lymphoedema self-management program
[ LO07 ] Oedema self-management program

Mobility & Transfers
[ MT21 ] Equipment - manual wheelchair (complex)
[ MT37 ] Functional training - transfers

Musculo-skeletal & Injury
[ MS06 ] Assessment - trismus
[ MS13 ] Therapy program - trismus

Pressure Care
[ PC01 ] Screening assessment - pressure risk
[ PC04 ] Equipment - pressure mattress (prescription, sourcing, supply, education, trial)
[ PC05 ] Equipment - pressure cushion (prescription, sourcing, supply, education, trial)

Psychological & Behavioural
[ PB01 ] Screening assessment - depression (client / carer)

Scars, Wounds & Skin
[ SC03 ] Assessment - wounds and scars
[ SC07 ] Wound dressings
[ SC10 ] Scar management - silicone / contact media

Social & Psycho-Social
[ SP09 ] Social supports / services - facilitate access
[ SP12 ] Group facilitation - carer support group

Swallowing
[ SW06 ] Equipment - adaptive equipment for swallowing problems

Vital Signs, Observations & Clinical Measurements
[ VS03 ] Biochemistry
Proposed skill share tasks from other profession/s to physiotherapy – full task

**ADL & Function**
- [AD01] Screening assessment - domestic ADL and personal ADL
- [AD02] Assessment - instrumental ADL
- [AD03] Assessment - domestic ADL (meal preparation and cooking)
- [AD04] Assessment - domestic ADL (cleaning, laundry, other)
- [AD05] Assessment - personal ADL (dressing)
- [AD06] Assessment - personal ADL (grooming)
- [AD07] Assessment - personal ADL (toileting)
- [AD08] Assessment - personal ADL (showering)
- [AD11] Assessment - home environment
- [AD13] Home modifications (Minor)
- [AD14] Home modifications (Major)
- [AD15] Equipment - shower chair & shower stool
- [AD16] Equipment - raised toilet seat & toilet surround
- [AD17] Equipment - over toilet frame
- [AD18] Equipment - mobile shower commode
- [AD19] Equipment - bedside commode (static)
- [AD20] Equipment - transfer bench
- [AD21] Equipment - kitchen aids
- [AD22] Equipment - ADL aids (assistive technology)
- [AD23] Functional training - Personal ADL (toileting)
- [AD24] Functional training - Personal ADL (showering)
- [AD25] Functional training - Personal ADL (dressing)
- [AD26] Functional training - Personal ADL (grooming)
- [AD27] Functional training - Personal ADL (feeding)
- [AD28] Functional needs - Domestic ADL (shopping, medications, housework, laundry)
- [AD30] Training carer in Personal ADL support strategies

**Cardiovascular, Fitness & Exercise Tolerance**
- [CV03] Education - exercise tolerance & cardiovascular/cardiopulmonary disease

**Chronic Disease Prevention & Management**
- [CD09] Men's group facilitation

**Cognition, Perception & Memory**
- [CP01] Assessment (informal) - cognition (information gathering)
- [CP04] Screening assessment - cognition (using standardised tool: KICA-Cog Informant Questionnaire)
- [CP06] Assessment - perception (primarily visio-perceptual)
- [CP07] Brief intervention - cognition (dementia & memory)

**Communication & Hearing**
- [CH01] Screening assessment - speech
- [CH03] Screening assessment - receptive language skills
- [CH05] Screening assessment - expressive language skills
Developmental & Child Health
[ DV01 ] Screening assessment - developmental milestones
[ DV03 ] Assessment - developmental (using standardised assessment tools)
[ DV06 ] Assessment - developmental (gross motor skills)
[ DV25 ] Therapy program - developmental (fine motor)
[ DV26 ] Therapy program - developmental (play therapy - physical development)
[ DV28 ] Education - Developmental (general)

Diet & Nutrition
[ DN02 ] Screening Assessment - Malnutrition Screening Tool (MST)

Fatigue & Sleep
[ FS01 ] Assessment - fatigue & sleep
[ FS02 ] Assessment - energy conservation
[ FS03 ] Education - energy conservation techniques
[ FS04 ] Education - sleep hygiene and fatigue management

Lymphoedema, Oedema & Vascular
[ LO07 ] Oedema self-management program

Mobility & Transfers
[ MT21 ] Equipment - manual wheelchair (complex)

Musculo-skeletal & Injury
[ MS14 ] Splinting (musculo-skeletal conditions including hand injuries)

Neurological
[ NE06 ] Therapy program - functional task retraining (neurological conditions)

Pain
[ PN02 ] Comprehensive assessment - pain

Pressure Care
[ PC01 ] Screening assessment - pressure risk
[ PC03 ] Equipment - basic pressure relieving equipment
[ PC04 ] Equipment - pressure mattress
[ PC05 ] Equipment - pressure cushion

Psychological & Behavioural
[ PB01 ] Screening assessment - depression (client / carer)
[ PB02 ] Screening assessment - behaviour

Scars, Wounds & Skin
[ SC03 ] Assessment - wounds and scars
[ SC10 ] Scar management - silicone / contact media
[ SC11 ] Exercise program - scars / burns

Social & Psycho-Social
[ SP04 ] Assessment - parenting skills

Swallowing
[ SW01 ] Screening assessment - swallowing
Proposed skill share tasks from other profession/s to physiotherapy – component of task

Cognition, Perception & Memory
[CP010] Therapy program - Perceptual (visual) interventions
[CP02] Screening assessment - cognition (using standardised tools)
[CP09] Therapy program - cognition (education, recommendations and strategies)

Communication & Hearing
[CH07] Assessment - pragmatic language skills
[CH12] Assessment - phonological awareness/ pre-literacy skills
[CH21] Therapy program - phonological awareness/ pre-literacy skills

Developmental & Child Health
[DV02] Assessment - developmental (subjective & observational)
[DV04] Assessment - developmental (play based observation)
[DV07] Assessment - developmental (fine motor skills)

Diet & Nutrition
[DN06] Assessment - diet history / nutritional intake

Foot care
[FC02] Diabetes foot assessment
[FC03] Vascular assessment (foot & lower limb)
[FC04] Neurological assessment (foot & lower limb)
[FC05] Infection risk assessment (foot & lower limb)
[FC08] Semmes Weinstein 10g monofilament test (foot & lower limb)
[FC09] 128Hz Graduated Tuning Fork test (foot & lower limb)
[FC31] Education - foot self care
[FC32] Education - Diabetes complications impact on lower limb

Pressure Care
[PC02] Assessment - pressure area risk including standardised tools

Scars, Wounds & Skin
[SC02] Assessment - burns
[SC07] Wound dressings

Swallowing
[SW07] Diet texture / fluid thickness and meal-time plan modification (adults)

Tasks physiotherapy is solely responsible for at project sites – current models of care

Cardiovascular, Fitness & Exercise Tolerance
[CV01] Six minute walk test (6MWT)

Developmental & Child Health
[DV08] Assessment - neuro-musculoskeletal (complex paediatric neurological disorder)
[DV09] Assessment - developmental (Alberta Infant Motor Scale)
[DV13] Assessment - paediatric musculo-skeletal (plagiocephaly)
[DV14] Assessment - paediatric musculo-skeletal (torticollis)
[ DV15 ] Assessment - paediatric musculo-skeletal (talipes)  
[ DV17 ] Casting - lower limb (paediatrics) (neurological / musculo-skeletal conditions)  
[ DV18 ] Plagiocephaly positioning and education  
[ DV19 ] Therapy program - torticollis  
[ DV24 ] Therapy program - developmental (mobility)  
[ DV26 ] Therapy program - developmental (play therapy - physical development)

**Lymphoedema, Oedema & Vascular**  
[ LO04 ] Vertebral-basilar insufficiency testing

**Maternal Health**  
[ MA01 ] Assessment - pre and post-natal musculo-skeletal health  
[ MA02 ] Education - antenatal and postnatal musculo-skeletal health

**Mobility & Transfers**  
[ MT01 ] Timed up and go (TUG)  
[ MT13 ] Comprehensive assessment - bed mobility  
[ MT30 ] Equipment - standing frame  
[ MT32 ] Functional training - balance  
[ MT35 ] Functional training - mobility (outdoor / community)  
[ MT36 ] Functional training - stairs

**Musculo-skeletal & Injury**  
[ MS04 ] Assessment - musculo-skeletal (vertebral)  
[ MS11 ] Exercise program - hydrotherapy  
[ MS12 ] Exercise program - posture & core strength  
[ MS16 ] Massage / soft tissue manipulation techniques - (musculo-skeletal conditions)

**Neurological**  
[ NE03 ] Assessment - neurological (neuro-muscular - lower body)

**Respiratory & ENT**  
[ RE01 ] Assessment - respiratory (subjective)  
[ RE02 ] Assessment - respiratory (objective)  
[ RE03 ] Assessment - respiratory (spirometry)  
[ RE04 ] Respiratory intervention - general  
[ RE05 ] Respiratory intervention - bubble PEP  
[ RE06 ] Respiratory intervention - active cycle of breathing technique (ACBT)  
[ RE07 ] Pulmonary rehabilitation program

Tasks physiotherapy is solely responsible for at project sites  
– skill sharing implemented

**Developmental & Child Health**  
[ DV08 ] Assessment - neuro-musculoskeletal (complex paediatric neurological disorder)  
[ DV09 ] Assessment - developmental (Alberta Infant Motor Scale)  
[ DV14 ] Assessment - paediatric musculo-skeletal (torticollis)  
[ DV15 ] Assessment - paediatric musculo-skeletal (talipes)  
[ DV17 ] Casting - lower limb (paediatrics) (neurological / musculo-skeletal conditions)  
[ DV19 ] Therapy program - torticollis  
[ DV24 ] Therapy program - developmental (mobility)
[ DV26 ] Therapy program - developmental (play therapy - physical development)

**Lymphoedema, Oedema & Vascular**
[ LO04 ] Vertebral-basilar insufficiency testing

**Maternal Health**
[ MA01 ] Assessment - pre and post-natal musculo-skeletal health
[ MA02 ] Education - antenatal and postnatal musculo-skeletal health

**Mobility & Transfers**
[ MT13 ] Comprehensive assessment - bed mobility
[ MT30 ] Equipment - standing frame
[ MT36 ] Functional training - stairs

**Musculo-skeletal & Injury**
[ MS04 ] Assessment - musculo-skeletal (vertebral)
[ MS11 ] Exercise program - hydrotherapy
[ MS12 ] Exercise program - posture & core strength
[ MS16 ] Massage / soft tissue manipulation techniques - (musculo-skeletal conditions)

**Neurological**
[ NE03 ] Assessment - neurological (neuro-muscular - lower body)
[ NE07 ] Therapy program - movement retraining for mobility/transfers (neurological conditions)

**Respiratory & ENT**
[ RE01 ] Assessment - respiratory (subjective)
[ RE02 ] Assessment - respiratory (objective)
[ RE03 ] Assessment - respiratory (spirometry)
[ RE04 ] Respiratory intervention - general
[ RE05 ] Respiratory intervention - bubble PEP
[ RE06 ] Respiratory intervention - active cycle of breathing technique (ACBT)
[ RE07 ] Pulmonary rehabilitation program
Attachment 6: Speech Pathology

Task List – Speech Pathology

This attachment presents the aggregated data from project sites relevant to this profession.

Explanatory notes:

7. Tasks currently performed by this profession in project sites – full scope of task
   - Comprises all tasks identified at one or more sites as provided by this profession to full extent, or close to full extent, as stated in the task description (see Attachment 2).

8. Proposed skill share tasks from other profession/s – full task
   - Comprises tasks identified at one or more project sites as appropriate for skill sharing full (or near full) scope of the task to this profession.
   - Task titles are indicative of the clinical activities involved only, and should not be read to mean the entire scope of the task is appropriate for skill sharing (See Attachment 1 for information on the scope of skill sharing relevant to each specific task)
   - May include tasks undertaken by this profession as part of usual practice in other services or locations beyond the project sites. The decision to ‘skill share’ a task is made in the context of the sites the data was collected i.e. five rural or remote allied health teams. The decision to skill share implies that the profession does not currently perform the task or performs the task to only limited scope in one or more project sites, and would therefore require training and support to change practice and deliver the task.
   - The decision to skill share was made by the relevant teams under the assumptions listed in the project report related to clinical governance, training, competency assessment and mandatory supervision of the profession with the task in its current scope of practice.

9. Tasks this profession is solely responsible for at project sites – current models of care and – skill sharing implemented
   - Comprises the tasks only performed by this profession in the current models of care at project sites and if all tasks proposed for skill sharing were implemented.
   - Does not suggest that listed tasks are solely performed by this profession in every clinical setting/organisation, but rather that it was the case in the five project sites.
   - Does not indicate endorsement for the implementation of all proposed skill sharing decisions in any or all services. Changes to models of care are complex decisions to be made by individual teams / services with due regard to service demands, patient safety and a range of professional and organisational factors.
Tasks currently performed by speech pathology in project sites – full scope of task

**Communication & Hearing**
- [CH01] Screening assessment - speech
- [CH02] Assessment - speech
- [CH03] Screening assessment - receptive language skills
- [CH04] Assessment - receptive language skills
- [CH05] Screening assessment - expressive language skills
- [CH06] Assessment - expressive language skills
- [CH07] Assessment - pragmatic language skills
- [CH08] Assessment - fluency
- [CH09] Assessment - non-verbal communication
- [CH10] Screening assessment - voice
- [CH11] Assessment - voice
- [CH12] Assessment - phonological awareness/ pre-literacy skills
- [CH13] Assessment - literacy
- [CH14] Prescribe and trial alternative augmentative communication (AAC) devices
- [CH15] Develop / fabricate 'low-tech' alternative augmentative communication (AAC) resource
- [CH16] Therapy program - language development
- [CH17] Therapy program - communication (pragmatic)
- [CH18] Therapy program - speech (articulation and phonology)
- [CH19] Therapy program - speech (oro-motor)
- [CH20] Therapy program - fluency
- [CH21] Therapy program - phonological awareness/ pre-literacy skills
- [CH22] Therapy program - literacy
- [CH23] Therapy program - aphasia
- [CH24] Therapy program - dysarthria
- [CH25] Therapy program - cognitive-communication therapy
- [CH26] Therapy program - voice
- [CH27] Education - vocal care
- [CH28] Sign language education and training
- [CH29] Compensatory communication strategies (communication partner)

**Developmental & Child Health**
- [DV16] Assessment - paediatric feeding
- [DV20] Therapy program - paediatric feeding
- [DV32] Behavioural Intervention - developmental / paediatric

**General / Multiple**
- [GM01] Triage & clinical prioritisation
- [GM02] Access and interpret clinical information
- [GM03] Subjective history taking (general)
- [GM08] Goal identification

**Oral & Oro-motor**
- [OM01] Oro-motor assessment
- [OM02] Therapy program - oro-motor strengthening, ROM and awareness
Psychological & Behavioural
  [ PB03 ] Assessment - stress
  [ PB06 ] Education - stress management

Social & Psycho-Social
  [ SP05 ] Assessment - carer burden

Swallowing
  [ SW01 ] Screening assessment - swallowing
  [ SW02 ] Assessment - clinical bedside swallowing assessment
  [ SW03 ] Instrumental assessment - swallowing (cervical auscultation)
  [ SW04 ] Instrumental assessment - swallowing (Videofluoroscopy)
  [ SW05 ] Assessment - swallowing (treatment impacts)
  [ SW06 ] Equipment - adaptive equipment for swallowing problems
  [ SW07 ] Diet texture / fluid thickness and meal-time plan modification (adults)
  [ SW08 ] Diet texture and adaptive feeding equipment (paediatrics)
  [ SW09 ] Education - strategies for swallowing medication
  [ SW10 ] Education - compensatory swallowing strategies
  [ SW11 ] Education - treatment impacts on swallowing and communication
  [ SW12 ] Therapy program - dysphagia
  [ SW13 ] Therapy program - paediatric feeding

Proposed skill share tasks from other profession/s to speech pathology – full task

ADL & Function
  [ AD01 ] Screening assessment - domestic ADL and personal ADL
  [ AD09 ] Assessment - personal ADL (feeding)
  [ AD16 ] Equipment - raised toilet seat & toilet surround
  [ AD17 ] Equipment - over toilet frame
  [ AD20 ] Equipment - transfer bench
  [ AD21 ] Equipment - kitchen aids
  [ AD27 ] Functional training - Personal ADL (feeding)

Cognition, Perception & Memory
  [ CP01 ] Assessment (informal) - cognition (information gathering)
  [ CP06 ] Assessment - perception (primarily visio-perceptual)

Developmental & Child Health
  [ DV01 ] Screening assessment - developmental milestones
  [ DV03 ] Assessment - developmental (using standardised assessment tools)
  [ DV28 ] Education - Developmental (general)

Diet & Nutrition
  [ DN02 ] Screening Assessment - Malnutrition Screening Tool (MST)

Fatigue & Sleep
  [ FS03 ] Education - energy conservation techniques
  [ FS04 ] Education - sleep hygiene and fatigue management

General / Multiple
  [ GM07 ] Comprehensive Disability Assessment (CDA)
Mobility & Transfers
[ MT05 ] Screening assessment - balance

Psychological & Behavioural
[ PB02 ] Screening assessment - behaviour

Social & Psycho-Social
[ SP03 ] Assessment - social history

Tasks this profession is solely responsible for at project sites
– current models of care

Communication & Hearing
[ CH01 ] Screening assessment - speech
[ CH02 ] Assessment - speech
[ CH03 ] Screening assessment - receptive language skills
[ CH04 ] Assessment - receptive language skills
[ CH05 ] Screening assessment - expressive language skills
[ CH06 ] Assessment - expressive language skills
[ CH07 ] Assessment - pragmatic language skills
[ CH08 ] Assessment - fluency
[ CH09 ] Assessment - non-verbal communication
[ CH10 ] Screening assessment - voice
[ CH11 ] Assessment - voice
[ CH12 ] Assessment - phonological awareness/ pre-literacy skills
[ CH13 ] Assessment - literacy
[ CH14 ] Prescribe and trial alternative augmentative communication (AAC) devices
[ CH16 ] Therapy program - language development
[ CH17 ] Therapy program - communication (pragmatic)
[ CH18 ] Therapy program - speech (articulation and phonology)
[ CH19 ] Therapy program - speech (oro-motor)
[ CH20 ] Therapy program - fluency
[ CH21 ] Therapy program - phonological awareness/ pre-literacy skills
[ CH22 ] Therapy program - literacy
[ CH23 ] Therapy program - aphasia
[ CH24 ] Therapy program - dysarthria
[ CH25 ] Therapy program - cognitive-communication therapy
[ CH26 ] Therapy program - voice
[ CH27 ] Education - vocal care
[ CH28 ] Sign language education and training

Developmental & Child Health
[ DV16 ] Assessment - paediatric feeding
[ DV20 ] Therapy program - paediatric feeding

Oral & Oro-motor
[ OM01 ] Oro-motor assessment
[ OM02 ] Therapy program - oro-motor strengthening, ROM and awareness

Swallowing
[ SW01 ] Screening assessment - swallowing
Tasks this profession is solely responsible for at project sites
– skill sharing implemented

Communication & Hearing
[ CH02 ] Assessment - speech
[ CH04 ] Assessment - receptive language skills
[ CH06 ] Assessment - expressive language skills
[ CH08 ] Assessment - fluency
[ CH09 ] Assessment - non-verbal communication
[ CH10 ] Screening assessment - voice
[ CH11 ] Assessment - voice
[ CH13 ] Assessment - literacy
[ CH14 ] Prescribe and trial alternative augmentative communication (AAC) devices
[ CH16 ] Therapy program - language development
[ CH17 ] Therapy program - communication (pragmatic)
[ CH18 ] Therapy program - speech (articulation and phonology)
[ CH19 ] Therapy program - speech (oro-motor)
[ CH20 ] Therapy program - fluency
[ CH22 ] Therapy program - literacy
[ CH23 ] Therapy program - aphasia
[ CH24 ] Therapy program - dysarthria
[ CH25 ] Therapy program - cognitive-communication therapy
[ CH26 ] Therapy program - voice
[ CH27 ] Education - vocal care
[ CH28 ] Sign language education and training

Developmental & Child Health
[ DV16 ] Assessment - paediatric feeding
[ DV20 ] Therapy program - paediatric feeding

Oral & Oro-motor
[ OM01 ] Oro-motor assessment
[ OM02 ] Therapy program - oro-motor strengthening, ROM and awareness

Swallowing
[ SW02 ] Assessment- clinical bedside swallowing assessment
[ SW03 ] Instrumental assessment - swallowing (cervical auscultation)
[ SW04 ] Instrumental assessment - swallowing (Videofluoroscopy)
[ SW05 ] Assessment - swallowing (treatment impacts)
[ SW08 ] Diet texture and adaptive feeding equipment (paediatrics)
[ SW09 ] Education - strategies for swallowing medication
[ SW10 ] Education - compensatory swallowing strategies
[ SW11 ] Education - treatment impacts on swallowing and communication
[ SW12 ] Therapy program - dysphagia
[ SW13 ] Therapy program - paediatric feeding
Attachment 7 Dietetics & Nutrition

Task List – Dietetics & Nutrition

This attachment presents the aggregated data from project sites relevant to this profession.

Explanatory notes:

10. Tasks currently performed by this profession in project sites – full scope of task
   - Comprises all tasks identified at one or more sites as provided by this profession to full extent, or close to full extent, as stated in the task description (see Attachment 2).

11. Proposed skill share tasks from other profession/s – full task
   - Comprises tasks identified at one or more project sites as appropriate for skill sharing full (or near full) scope of the task to this profession.
   - Task titles are indicative of the clinical activities involved only, and should not be read to mean the entire scope of the task is appropriate for skill sharing (See Attachment 1 for information on the scope of skill sharing relevant to each specific task)
   - May include tasks undertaken by this profession as part of usual practice in other services or locations beyond the project sites. The decision to ‘skill share’ a task is made in the context of the sites the data was collected i.e. five rural or remote allied health teams. The decision to skill share implies that the profession does not currently perform the task or performs the task to only limited scope in one or more project sites, and would therefore require training and support to change practice and deliver the task.
   - The decision to skill share was made by the relevant teams under the assumptions listed in the project report related to clinical governance, training, competency assessment and mandatory supervision of the profession with the task in its current scope of practice.

12. Tasks this profession is solely responsible for at project sites – current models of care and – skill sharing implemented
   - Comprises the tasks only performed by this profession in the current models of care at project sites and if all tasks proposed for skill sharing were implemented.
   - Does not suggest that listed tasks are solely performed by this profession in every clinical setting/organisation, but rather that it was the case in the five project sites.
   - Does not indicate endorsement for the implementation of all proposed skill sharing decisions in any or all services. Changes to models of care are complex decisions to be made by individual teams / services with due regard to service demands, patient safety and a range of professional and organisational factors.
Tasks currently performed by dietetics & nutrition in project sites – full scope of task

**Chronic Disease Prevention & Management**
- [CD01] Stages of change assessment and motivational interviewing
- [CD02] Screening assessment - risk of diabetes
- [CD03] Brief intervention - physical activity
- [CD04] Brief intervention - nutrition
- [CD08] Education - prevention of chronic disease

**Developmental & Child Health**
- [DV31] Education - growth faltering child

**Diet & Nutrition**
- [DN01] Screening assessment - Child & Adult Health Checks (nutrition sections)
- [DN02] Screening Assessment - Malnutrition Screening Tool (MST)
- [DN03] Screening assessment - Subjective Global Assessment (SGA)
- [DN04] Screening assessment - Patient Generated Subjective Global Assessment (SGA)
- [DN05] Screening assessment - Mini Nutritional Assessment
- [DN06] Assessment - diet history / nutritional intake
- [DN07] Assessment - nutrition beliefs, attitudes and impactors
- [DN08] Assessment - nutrition impact symptoms
- [DN09] Estimated Energy Requirements (EER)
- [DN10] Macronutrient requirements
- [DN11] Micronutrient requirements
- [DN12] Nutrition counselling
- [DN13] Weight reduction / energy modified diet (individual)
- [DN14] High protein / high energy (HPHE) diet
- [DN15] Fat modified diet
- [DN16] Carbohydrate modified diet
- [DN17] Fibre modified diet
- [DN18] Mineral modified diet
- [DN19] Fluid modified diet
- [DN20] Electrolyte modified diet
- [DN21] Education - nutrition (condition / disease specific)
- [DN22] Meal plan
- [DN23] Oral nutritional supplements
- [DN24] Home enteral nutrition
- [DN25] Education (Group) - nutrition and healthy diet
- [DN26] Food supply and local food service systems
- [DN27] Nutrition health promotion or health education program

**General / Multiple**
- [GM01] Triage & clinical prioritisation
- [GM02] Access and interpret clinical information
- [GM03] Subjective history taking (general)
- [GM08] Goal identification
Maternal Health
[ MA03 ] Antenatal nutrition

Psychological & Behavioural
[ PB03 ] Assessment - stress

Social & Psycho-Social
[ SP05 ] Assessment - carer burden

Vital Signs, Observations & Clinical Measurements
[ VS02 ] Weight, Height, BMI & Waist Circumference

Tasks currently performed by dietetics & nutrition in project sites – component of
task or inconsistent between sites

ADL & Function
[ AD02 ] Assessment - instrumental ADL
[ AD03 ] Assessment - domestic ADL (meal preparation and cooking)

Developmental & Child Health
[ DV01 ] Screening assessment - developmental milestones

Swallowing
[ SW07 ] Diet texture / fluid thickness and meal-time plan modification (adults)

Vital Signs, Observations & Clinical Measurements
[ VS03 ] Biochemistry

Proposed skill share tasks from other profession/s – full task

Cognition, Perception & Memory
[ CP06 ] Assessment - perception (primarily visio-perceptual)

Developmental & Child Health
[ DV01 ] Screening assessment - developmental milestones
[ DV03 ] Assessment - developmental (using standardised assessment tools)

Diet & Nutrition
[ DN02 ] Screening Assessment - Malnutrition Screening Tool (MST)

Foot care
[ FC08 ] Semmes Weinstein 10g monofilament test (foot & lower limb)
[ FC09 ] 128Hz Graduated Tuning Fork test (foot & lower limb)
[ FC31 ] Education - foot self care
[ FC32 ] Education - Diabetes complications impact on lower limb

Mobility & Transfers
[ MT02 ] Screening assessment - mobility
[ MT05 ] Screening assessment - balance
[ MT10 ] Screening assessment - falls risk
Scars, Wounds & Skin
[ SC01 ] Clinical photography - wounds, scars and skin lesions

Social & Psycho-Social
[ SP03 ] Assessment - social history

Swallowing
[ SW01 ] Screening assessment - swallowing

Proposed skill share tasks from other profession/s – component of task

ADL & Function
[ AD02 ] Assessment - instrumental ADL
[ AD03 ] Assessment - domestic ADL (meal preparation and cooking)
[ AD05 ] Assessment - personal ADL (dressing)
[ AD06 ] Assessment - personal ADL (grooming)
[ AD07 ] Assessment - personal ADL (toileting)
[ AD08 ] Assessment - personal ADL (showering)

Cognition, Perception & Memory
[ CP02 ] Screening assessment - cognition (using standardised tools)

Foot care
[ FC02 ] Diabetes foot assessment
[ FC03 ] Vascular assessment (foot & lower limb)
[ FC04 ] Neurological assessment (foot & lower limb)

Scars, Wounds & Skin
[ SC03 ] Assessment - wounds and scars
[ SC06 ] Wound swab - foot / lower limb
[ SC07 ] Wound dressings

Swallowing
[ SW07 ] Diet texture / fluid thickness and meal-time plan modification (adults)

Tasks this profession is solely responsible for at project sites – current models of care

Chronic Disease Prevention & Management
[ CD04 ] Brief intervention - nutrition

Developmental & Child Health

Diet & Nutrition
[ DN01 ] Screening assessment - Child & Adult Health Checks (nutrition sections)
[ DN02 ] Screening Assessment - Malnutrition Screening Tool (MST)
[ DN03 ] Screening assessment - Subjective Global Assessment (SGA)
[ DN04 ] Screening assessment - Patient Generated Subjective Global Assessment (SGA)
[ DN05 ] Screening assessment - Mini Nutritional Assessment
[ DN06 ] Assessment - diet history / nutritional intake
Assessment - nutrition beliefs, attitudes and impactors
Assessment - nutrition impact symptoms
Estimated Energy Requirements (EER)
Macronutrient requirements
Micronutrient requirements
Nutrition counselling
High protein / high energy (HPHE) diet
Fat modified diet
Carbohydrate modified diet
Fibre modified diet
Mineral modified diet
Fluid modified diet
Electrolyte modified diet
Education - nutrition (condition / disease specific)
Meal plan
Oral nutritional supplements
Home enteral nutrition
Education (Group) - nutrition and healthy diet
Food supply and local food service systems
Nutrition health promotion or health education program

Maternal Health
Antenatal nutrition

Tasks this profession is solely responsible for at project sites
– skill sharing implemented

Diet & Nutrition
Screening assessment - Child & Adult Health Checks (nutrition sections)
Screening assessment - Patient Generated Subjective Global Assessment (SGA)
Screening assessment - Mini Nutritional Assessment
Assessment - nutrition beliefs, attitudes and impactors
Assessment - nutrition impact symptoms
Macronutrient requirements
Micronutrient requirements
Fat modified diet
Carbohydrate modified diet
Fibre modified diet
Mineral modified diet
Fluid modified diet
Electrolyte modified diet
Education - nutrition (condition / disease specific)
Meal plan
Oral nutritional supplements

Maternal Health
Antenatal nutrition
Attachment 8 Podiatry

Task List – Podiatry

This attachment presents the aggregated data from project sites relevant to this profession.

Explanatory notes:

13. Tasks currently performed by this profession in project sites – full scope of task
   - Comprises all tasks identified at one or more sites as provided by this profession to full extent, or close to full extent, as stated in the task description (see Attachment 2).

14. Proposed skill share tasks from other profession/s – full task
   - Comprises tasks identified at one or more project sites as appropriate for skill sharing full (or near full) scope of the task to this profession.
   - Task titles are indicative of the clinical activities involved only, and should not be read to mean the entire scope of the task is appropriate for skill sharing (See Attachment 1 for information on the scope of skill sharing relevant to each specific task)
   - May include tasks undertaken by this profession as part of usual practice in other services or locations beyond the project sites. The decision to ‘skill share’ a task is made in the context of the sites the data was collected i.e. five rural or remote allied health teams. The decision to skill share implies that the profession does not currently perform the task or performs the task to only limited scope in one or more project sites, and would therefore require training and support to change practice and deliver the task.
   - The decision to skill share was made by the relevant teams under the assumptions listed in the project report related to clinical governance, training, competency assessment and mandatory supervision of the profession with the task in its current scope of practice.

15. Tasks this profession is solely responsible for at project sites – current models of care and – skill sharing implemented
   - Comprises the tasks only performed by this profession in the current models of care at project sites and if all tasks proposed for skill sharing were implemented.
   - Does not suggest that listed tasks are solely performed by this profession in every clinical setting/organisation, but rather that it was the case in the five project sites.
   - Does not indicate endorsement for the implementation of all proposed skill sharing decisions in any or all services. Changes to models of care are complex decisions to be made by individual teams / services with due regard to service demands, patient safety and a range of professional and organisational factors.
Tasks currently performed by podiatry in project sites – full scope of task

**Chronic Disease Prevention & Management**
- [CD01] Stages of change assessment and motivational interviewing
- [CD02] Screening assessment - risk of diabetes
- [CD03] Brief intervention - physical activity
- [CD08] Education - prevention of chronic disease

**Foot care**
- [FC01] Screening assessment - foot care
- [FC02] Diabetes foot assessment
- [FC03] Vascular assessment (foot & lower limb)
- [FC04] Neurological assessment (foot & lower limb)
- [FC05] Infection risk assessment (foot & lower limb)
- [FC06] Doppler Assessment (lower limb)
- [FC07] Ankle-Brachial Pressure Index (foot & lower limb)
- [FC08] Semmes Weinstein 10g monofilament test (foot & lower limb)
- [FC09] 128Hz Graduated Tuning Fork test (foot & lower limb)
- [FC10] Footwear assessment
- [FC11] Debridement - non-excisional (lower limb)
- [FC12] Debridement - excisional (lower limb)
- [FC13] Debridement - nails (non-pathological) (foot)
- [FC14] Debridement - nails (pathological) (foot)
- [FC15] Would debridement (lower limb)
- [FC16] Foreign body removal (foot & lower limb)
- [FC17] Local anaesthetic administration for podiatric procedures
- [FC18] Minor surgery - partial nail avulsion (lower limb)
- [FC19] Minor surgery - total nail avulsion (lower limb)
- [FC20] Surgery - nail resection (lower limb)
- [FC21] Minor surgery - electrosurgery (lower limb)
- [FC22] Suture application (lower limb)
- [FC23] Suture removal (lower limb)
- [FC24] Targeted chemical skin destruction (lower limb)
- [FC25] Casting - Total Contact Cast (foot & lower limb)
- [FC26] Negative pressure wound healing (lower limb)
- [FC27] Pressure off-loading aids
- [FC28] Equipment - assistive / adaptive equipment (lower limb)
- [FC29] Foot care interventions for lower limb fractures
- [FC30] Topical medications application (lower limb)
- [FC31] Education - foot self care
- [FC32] Education - Diabetes complications impact on lower limb

**General / Multiple**
- [GM01] Triage & clinical prioritisation
- [GM02] Access and interpret clinical information
- [GM03] Subjective history taking (general)
- [GM08] Goal identification
Mobility & Transfers
[ MT02 ] Screening assessment - mobility
[ MT03 ] Assessment - functional mobility
[ MT04 ] Comprehensive assessment - mobility (gait)
[ MT05 ] Screening assessment - balance
[ MT10 ] Screening assessment - falls risk
[ MT27 ] Equipment - single point (walking) stick and crutches

Musculo-skeletal & Injury
[ MS09 ] Exercise program - strengthening (lower limb)

Pain
[ PN01 ] Screening assessment - pain

Scars, Wounds & Skin
[ SC01 ] Clinical photography - wounds, scars and skin lesions
[ SC03 ] Assessment - wounds and scars
[ SC04 ] Comprehensive assessment - complex wounds (foot and lower leg)
[ SC06 ] Wound swab - foot / lower limb
[ SC07 ] Wound dressings

Vital Signs, Observations & Clinical Measurements
[ VS01 ] Clinical photography & videography

Lymphoedema, Oedema & Vascular
[ LO03 ] Assessment - Peripheral Vascular Disease risk using standardised tool

Tasks currently performed by podiatry in project sites – component of task

Mobility & Transfers
[ MT06 ] Comprehensive assessment - balance

Musculo-skeletal & Injury
[ MS03 ] Assessment - musculo-skeletal (peripheral - lower limb)
[ MS07 ] Exercise program - stretching and active and/or passive ROM exercises
[ MS15 ] Manual therapy (musculo-skeletal conditions)
[ MS17 ] Electro-physical agents (musculo-skeletal conditions)
[ MS18 ] Taping (musculo-skeletal conditions)

Pain
[ PN02 ] Comprehensive assessment - pain

Scars, Wounds & Skin
[ SC02 ] Assessment - burns
[ SC05 ] Assessment - wounds and scars with standardised tool
[ SC08 ] Pressure garments for wounds and scars - monitoring and review

Lymphoedema, Oedema & Vascular
[ LO02 ] Assessment - oedema (other than lymphoedema)
Proposed skill share tasks from other profession/s to podiatry – full task

**Developmental & Child Health**

**Diet & Nutrition**
- [DN02] Screening Assessment - Malnutrition Screening Tool (MST)
- [DN03] Screening assessment - Subjective Global Assessment (SGA)
- [DN09] Estimated Energy Requirements (EER)

**Pain**
- [PN02] Comprehensive assessment - pain

**Vital Signs, Observations & Clinical Measurements**
- [VS02] Weight, Height, BMI & Waist Circumference

Proposed skill share tasks from other profession/s to podiatry – component of task

**Diet & Nutrition**
- [DN06] Assessment - diet history / nutritional intake
- [DN24] Home enteral nutrition

Tasks podiatry is solely responsible for at project sites – current models of care

**Foot care**
- [FC01] Assessment - foot care
- [FC05] Infection risk assessment (foot & lower limb)
- [FC06] Doppler Assessment (lower limb)
- [FC07] Ankle-Brachial Pressure Index (foot & lower limb)
- [FC10] Footwear assessment
- [FC11] Debridement - non-excisional (lower limb)
- [FC12] Debridement - excisional (lower limb)
- [FC13] Debridement - nails (non-pathological) (foot)
- [FC14] Debridement - nails (pathological) (foot)
- [FC15] Would debridement (lower limb)
- [FC16] Foreign body removal (foot & lower limb)
- [FC17] Local anaesthetic administration for podiatric procedures
- [FC18] Minor surgery - partial nail avulsion (lower limb)
- [FC19] Minor surgery - total nail avulsion (lower limb)
- [FC20] Surgery - nail resection (lower limb)
- [FC21] Minor surgery - electrosurgery (lower limb)
- [FC22] Suture application (lower limb)
- [FC23] Suture removal (lower limb)
- [FC24] Targeted chemical skin destruction (lower limb)
- [FC25] Casting - Total Contact Cast (foot & lower limb)
- [FC26] Negative pressure wound healing (lower limb)
- [FC27] Pressure off-loading aids
- [FC28] Equipment - assistive / adaptive equipment (lower limb)
- [FC29] Foot care interventions for lower limb fractures
[ FC30 ] Topical medications application (lower limb)

Scars, Wounds & Skin
[ SC04 ] Comprehensive assessment - complex wounds (foot and lower leg)

Lymphoedema, Oedema & Vascular
[ LO03 ] Assessment - Peripheral Vascular Disease risk using standardised tool

Tasks this profession is solely responsible for at project sites – skill sharing implemented

Foot care
[ FC01 ] Assessment - foot care
[ FC05 ] Infection risk assessment (foot & lower limb)
[ FC06 ] Doppler Assessment (lower limb)
[ FC07 ] Ankle-Brachial Pressure Index  (foot & lower limb)
[ FC10 ] Footwear assessment
[ FC11 ] Debridement - non-excisional (lower limb)
[ FC12 ] Debridement - excisional (lower limb)
[ FC13 ] Debridement - nails (non-pathological) (foot)
[ FC14 ] Debridement - nails (pathological) (foot)
[ FC15 ] Would debridement (lower limb)
[ FC16 ] Foreign body removal (foot & lower limb)
[ FC17 ] Local anaesthetic administration for podiatric procedures
[ FC18 ] Minor surgery - partial nail avulsion  (lower limb)
[ FC19 ] Minor surgery - total nail avulsion (lower limb)
[ FC20 ] Surgery - nail resection (lower limb)
[ FC21 ] Minor surgery - electrosurgery (lower limb)
[ FC22 ] Suture application (lower limb)
[ FC23 ] Suture removal (lower limb)
[ FC24 ] Targeted chemical skin destruction (lower limb)
[ FC25 ] Casting - Total Contact Cast (foot & lower limb)
[ FC26 ] Negative pressure wound healing (lower limb)
[ FC27 ] Pressure off-loading aids
[ FC28 ] Equipment - assistive / adaptive equipment (lower limb)
[ FC29 ] Foot care interventions for lower limb fractures
[ FC30 ] Topical medications application (lower limb)

Scars, Wounds & Skin
[ SC04 ] Comprehensive assessment - complex wounds (foot and lower leg)

Lymphoedema, Oedema & Vascular
[ LO03 ] Assessment - Peripheral Vascular Disease risk using standardised tool
Attachment 9 Social Work

Task List – Social Work

This attachment presents the aggregated data from project sites relevant to this profession.

Explanatory notes:

16. Tasks currently performed by this profession in project sites – full scope of task
   - Comprises all tasks identified at one or more sites as provided by this profession to full extent, or close to full extent, as stated in the task description (see Attachment 2).

17. Proposed skill share tasks from other profession/s – full task
   - Comprises tasks identified at one or more project sites as appropriate for skill sharing full (or near full) scope of the task to this profession.
   - Task titles are indicative of the clinical activities involved only, and should not be read to mean the entire scope of the task is appropriate for skill sharing (See Attachment 1 for information on the scope of skill sharing relevant to each specific task)
   - May include tasks undertaken by this profession as part of usual practice in other services or locations beyond the project sites. The decision to ‘skill share’ a task is made in the context of the sites the data was collected i.e. five rural or remote allied health teams. The decision to skill share implies that the profession does not currently perform the task or performs the task to only limited scope in one or more project sites, and would therefore require training and support to change practice and deliver the task.
   - The decision to skill share was made by the relevant teams under the assumptions listed in the project report related to clinical governance, training, competency assessment and mandatory supervision of the profession with the task in its current scope of practice.

18. Tasks this profession is solely responsible for at project sites – current models of care and – skill sharing implemented
   - Comprises the tasks only performed by this profession in the current models of care at project sites and if all tasks proposed for skill sharing were implemented.
   - Does not suggest that listed tasks are solely performed by this profession in every clinical setting/organisation, but rather that it was the case in the five project sites.
   - Does not indicate endorsement for the implementation of all proposed skill sharing decisions in any or all services. Changes to models of care are complex decisions to be made by individual teams / services with due regard to service demands, patient safety and a range of professional and organisational factors.
Tasks currently performed by social workers in project sites – full scope of task

General / Multiple
- [GM01] Triage & clinical prioritisation
- [GM02] Access and interpret clinical information
- [GM03] Subjective history taking (general)
- [GM08] Goal identification

Psychological & Behavioural
- [PB01] Screening assessment - depression (client / carer)
- [PB03] Assessment - stress
- [PB04] Assessment - psychological
- [PB05] Cognitive behavioural therapy
- [PB06] Education - stress management
- [PB07] Counselling
- [PB08] Counselling - body image and identity

Social & Psycho-Social
- [SP01] Assessment - alcohol and drug use
- [SP02] Assessment - psycho-social (basic / general)
- [SP03] Assessment - social history
- [SP04] Assessment - parenting skills
- [SP05] Assessment - carer burden
- [SP06] Facilitate client engagement - community and cultural
- [SP08] Respite coordination
- [SP10] End of life planning and support
- [SP11] Education - Alcohol and drug awareness

Tasks currently performed by social workers in project sites – component of task or inconsistent between sites

ADL & Function
- [AD02] Assessment - instrumental ADL

Social & Psycho-Social
- [SP09] Social supports / services - facilitate access
- [SP12] Group facilitation - carer support group

Proposed skill share tasks from other profession/s to social work – component of task

ADL & Function
- [AD05] Assessment - personal ADL (dressing)
- [AD06] Assessment - personal ADL (grooming)
- [AD07] Assessment - personal ADL (toileting)
- [AD08] Assessment - personal ADL (showering)
- [AD12] Assessment - community safety
- [AD13] Home modifications (Minor)
## Foot care
- [FC02] Diabetes foot assessment
- [FC03] Vascular assessment (foot & lower limb)
- [FC04] Neurological assessment (foot & lower limb)

## Mobility & Transfers
- [MT20] Equipment - manual wheelchair (basic / short-term)
- [MT38] Functional training - vehicle transfers

## Proposed skill share tasks from other profession/s to social work – full task

### ADL & Function
- [AD01] Screening assessment - domestic ADL and personal ADL
- [AD02] Assessment - instrumental ADL
- [AD15] Equipment - shower chair & shower stool
- [AD16] Equipment - raised toilet seat & toilet surround
- [AD17] Equipment - over toilet frame
- [AD19] Equipment - bedside commode (static)
- [AD20] Equipment - transfer bench
- [AD21] Equipment - kitchen aids

### Cognition, Perception & Memory
- [CP03] Screening assessment - cognition (sKICA screen short version)
- [CP04] Screening assessment - cognition (using standardised tool: KICA-Cog Informant Questionnaire)
- [CP07] Brief intervention - cognition (dementia & memory)

### Fatigue & Sleep
- [FS03] Education - energy conservation techniques
- [FS04] Education - sleep hygiene and fatigue management

### Mobility & Transfers
- [MT10] Screening assessment - falls risk
- [MT31] Education - falls prevention

## Tasks this profession is solely responsible for at project sites – current models of care

### Psychological & Behavioural
- [PB04] Assessment - psychological
- [PB05] Cognitive behavioural therapy
- [PB07] Counselling
- [PB08] Counselling - body image and identity

### Social & Psycho-Social
- [SP01] Assessment - alcohol and drug use
- [SP10] End of life planning and support
Tasks this profession is solely responsible for at project sites – skill sharing implemented

**Psychological & Behavioural**
- [PB04] Assessment - psychological
- [PB05] Cognitive behavioural therapy
- [PB07] Counselling
- [PB08] Counselling - body image and identity

**Social & Psycho-Social**
- [SP01] Assessment - alcohol and drug use
- [SP10] End of life planning and support
Attachment 10 Allied Health Assistants

Task List – Allied Health Assistants (AHAs)

This attachment should be read in conjunction with the full Project Report, which outlines the method used to generate the task list. The project report also describes the key assumptions and principles of delegation to allied health assistants. This is relevant to the interpretation of the task list. Specifically, the following should be noted:

- The list relates only to clinical tasks.
- The task list comprises aggregated findings from five rural or remote allied health teams, and therefore reflect the model of care, setting, staffing, professional experiences and attitudes of staff, service drivers, business / finance constraints and a range of other factors.
- The task list is not suggested to constitute best practice delegation in all health settings, services, teams and organisations.
- The task titles are indicative of the clinical activities involved in the task only, and should not be read to mean the entire scope of the task is appropriate for delegation.
- The scope of task activities suitable for delegation to AHA’s is understood to be consistent with AHAs scope of practice. Specifically, independent interpretation of assessment findings for the purpose of diagnosis and care planning, intervention planning (prescription), and treatment progression is not consistent with AHA scope of practice and therefore is not part of the delegated tasks.
- A delegation model of care can only be implemented if the service has clinical governance, training, and a monitoring and supervision processes established to support it. Where these supporting processes are inadequate, implementation of delegated tasks is inappropriate and potentially introduces risks for clients.
Tasks with component activities that are currently delegated to AHAs

**ADL & Function**
- [AD12] Assessment - community safety
- [AD13] Home modifications (Minor)
- [AD14] Home modifications (Major)
- [AD17] Equipment - over toilet frame
- [AD20] Equipment - transfer bench
- [AD28] Functional needs - Domestic ADL (shopping, medications, housework, laundry)
- [AD31] Community safety activities & practice

**Bladder & Bowel**
- [BB03] Exercise program - pelvic floor (non-complex incontinence)

**Cardiovascular, Fitness & Exercise Tolerance**
- [CV04] Exercise program - exercise tolerance and general fitness

**Cognition, Perception & Memory**
- [CP010] Therapy program - Perceptual (visual) interventions
- [CP09] Therapy program - cognition (education, recommendations and strategies)

**Communication & Hearing**
- [CH18] Therapy program - speech (articulation and phonology)
- [CH19] Therapy program - speech (oro-motor)
- [CH21] Therapy program - phonological awareness/ pre-literacy skills
- [CH22] Therapy program - literacy
- [CH29] Compensatory communication strategies (communication partner)

**Developmental & Child Health**
- [DV22] Therapy program - developmental (sensory processing)
- [DV23] Therapy program - developmental (gross motor)
- [DV25] Therapy program - developmental (fine motor)
- [DV32] Behavioural Intervention - developmental / paediatric

**Diet & Nutrition**
- [DN13] Weight reduction / energy modified diet (individual)
- [DN25] Education (Group) - nutrition and healthy diet

**Foot care**
- [FC08] Semmes Weinstein 10g monofilament test (foot & lower limb)

**Maternal Health**
- [MA02] Education - antenatal and postnatal musculo-skeletal health

**Mobility & Transfers**
- [MT06] Comprehensive assessment - balance
- [MT27] Equipment - single point (walking) stick and crutches
- [MT28] Equipment - four wheel walker
- [MT29] Equipment - walking frame
- [MT31] Education - falls prevention
- [MT32] Functional training - balance
- [MT33] Functional training - bed mobility
Functional training - mobility (indoor)
Functional training - mobility (outdoor/community)
Functional training - stairs
Functional training - transfers

Musculo-skeletal & Injury
Exercise program - stretching and active and/or passive ROM exercises
Exercise program - strengthening (upper limb)
Exercise program - strengthening (lower limb)

Respiratory & ENT
Assessment - respiratory (spirometry)
Respiratory intervention - bubble PEP

Scars, Wounds & Skin
Assessment - wounds and scars
Scar management - massage and other management techniques
Therapy program - desensitisation

Social & Psycho-Social
Facilitate client engagement - community and cultural
Group facilitation - carer support group

Vital Signs, Observations & Clinical Measurements
Weight, Height, BMI & Waist Circumference
Vital signs and observations

Tasks with component activities proposed for delegation to AHAs
(additional to those already delegated in project sites)

ADL & Function
Screening assessment - domestic ADL and personal ADL
Assessment - instrumental ADL
Assessment - domestic ADL (meal preparation and cooking)
Assessment - domestic ADL (cleaning, laundry, other)
Assessment - personal ADL (dressing)
Assessment - personal ADL (grooming)
Assessment - personal ADL (toileting)
Assessment - personal ADL (showering)
Screening assessment - home environment
Equipment - shower chair & shower stool
Equipment - raised toilet seat & toilet surround
Equipment - bedside commode (static)
Equipment - kitchen aids
Equipment - ADL aids (assistive technology)
Functional training - Personal ADL (toileting)
Functional training - Personal ADL (showering)
Functional training - Personal ADL (dressing)
Functional training - Personal ADL (grooming)
Functional training - Personal ADL (feeding)
Functional training - Domestic ADL (basic meal preparation)
Bladder & Bowel
[ BB01 ] Screening assessment – Continence

Cardiovascular, Fitness & Exercise Tolerance
[ CV01 ] Six minute walk test (6MWT)
[ CV02 ] Assessment (subjective) - functional exercise tolerance
[ CV03 ] Education - exercise tolerance & cardiovascular/cardiopulmonary disease

Chronic Disease Prevention & Management
[ CD05 ] Education - diabetes
[ CD06 ] Education - asthma
[ CD07 ] Education - hypertension

Cognition, Perception & Memory
[ CP02 ] Screening assessment - cognition (using standardised tools)
[ CP03 ] Screening assessment - cognition (SKICA screen short version)
[ CP04 ] Screening assessment - cognition (using standardised tool: KICA-Cog Informant Questionnaire)
[ CP06 ] Assessment - perception (primarily visio-perceptual)
[ CP07 ] Brief intervention - cognition (dementia & memory)
[ CP08 ] Brief intervention - cognition (attention related activities)

Communication & Hearing
[ CH01 ] Screening assessment - speech
[ CH03 ] Screening assessment - receptive language skills
[ CH04 ] Assessment - receptive language skills
[ CH05 ] Screening assessment - expressive language skills
[ CH06 ] Assessment - expressive language skills
[ CH12 ] Assessment - phonological awareness/ pre-literacy skills

Developmental & Child Health
[ DV01 ] Screening assessment - developmental milestones
[ DV02 ] Assessment - developmental (subjective & observational)
[ DV03 ] Assessment - developmental (using standardised assessment tools)
[ DV06 ] Assessment - developmental (gross motor skills)
[ DV13 ] Assessment - paediatric musculo-skeletal ( plagiocephaly)
[ DV26 ] Therapy program - developmental (play therapy - physical development)

Diet & Nutrition
[ DN02 ] Screening Assessment - Malnutrition Screening Tool (MST)
[ DN03 ] Screening assessment - Subjective Global Assessment (SGA)
[ DN06 ] Assessment - diet history / nutritional intake
[ DN09 ] Estimated Energy Requirements (EER)
[ DN14 ] High protein / high energy (HPHE) diet
[ DN24 ] Home enteral nutrition
[ DN27 ] Nutrition health promotion or health education program

Fatigue & Sleep
[ FS01 ] Assessment - fatigue & sleep
[ FS03 ] Education - energy conservation techniques
[ FS04 ] Education - sleep hygiene and fatigue management
Foot care
[FC02] Diabetes foot assessment
[FC03] Vascular assessment (foot & lower limb)
[FC04] Neurological assessment (foot & lower limb)
[FC06] Doppler Assessment (lower limb)
[FC07] Ankle-Brachial Pressure Index (foot & lower limb)
[FC09] 128Hz Graduated Tuning Fork test (foot & lower limb)
[FC13] Debridement - nails (non-pathological) (foot)
[FC23] Suture removal (lower limb)
[FC31] Education - foot self care
[FC32] Education - Diabetes complications impact on lower limb

Lymphoedema, Oedema & Vascular
[LO05] Compression garments for lymphoedema / oedema
[LO06] Lymphoedema self-management program
[LO07] Oedema self-management program

Mobility & Transfers
[MT02] Screening assessment - mobility
[MT03] Assessment - functional mobility
[MT10] Screening assessment - falls risk
[MT12] Assessment - bed mobility
[MT20] Equipment - manual wheelchair (basic / short-term)
[MT26] Equipment - chairs
[MT38] Functional training - vehicle transfers

Musculo-skeletal & Injury
[MS10] Exercise program - hand therapy

Neurological
[NE06] Therapy program - functional task retraining (neurological conditions)

Pressure Care
[PC04] Equipment - pressure mattress (prescription, sourcing, supply, education, trial)
[PC05] Equipment - pressure cushion (prescription, sourcing, supply, education, trial)
[PC07] Education - pressure care (general)

Psychological & Behavioural
[PB03] Assessment - stress
[PB06] Education - stress management

Respiratory & ENT
[RE06] Respiratory intervention - active cycle of breathing technique (ACBT)
[RE07] Pulmonary rehabilitation program

Scars, Wounds & Skin
[SC01] Clinical photography - wounds, scars and skin lesions
[SC06] Wound swab - foot / lower limb
[SC07] Wound dressings
[SC10] Scar management - silicone / contact media
[SC11] Exercise program - scars / burns
Social & Psycho-Social
[ SP02 ] Assessment - psycho-social (basic / general)
[ SP03 ] Assessment - social history
[ SP05 ] Assessment - carer burden
[ SP07 ] Facilitate client engagement - health service
[ SP09 ] Social supports / services - facilitate access

Swallowing
[ SW01 ] Screening assessment - swallowing
[ SW11 ] Education - treatment impacts on swallowing and communication
[ SW12 ] Therapy program - dysphagia
[ SW13 ] Therapy program - paediatric feeding
Attachment 11 Psychology

Task List – Psychology

This attachment presents the data from 3FTE psychologists in a rural team that participated in the review activity. See Appendix P for further information.

Tasks identified by psychologist in review activity from task list

Cognition, Perception & Memory
- Assessment (informal) - cognition (information gathering)
- Brief intervention - cognition (dementia & memory)
- Comprehensive assessment - cognition
- Screening assessment - cognition (using standardised tools)
- Therapy program - cognition (education, recommendations and strategies)
- Therapy program - Perceptual (visual) interventions

Communication & Hearing
- Assessment - non-verbal communication
- Assessment - pragmatic language skills
- Screening assessment - expressive language skills
- Screening assessment - receptive language skills

Developmental & Child Health
- Assessment - developmental (subjective & observational)

Fatigue & Sleep
- Assessment - energy conservation
- Assessment - fatigue & sleep
- Education - energy conservation techniques
- Education - sleep hygiene and fatigue management

Mobility & Transfers
- Assessment - stairs mobility
- Assessment - transfers

Pain
- Pain management - education and advice
Psychological & Behavioural
  Assessment - psychological
  Cognitive behavioural therapy
  Education - stress management
  Screening assessment - behaviour
  Screening assessment - depression (client / carer)

Social & Psycho-Social
  Assessment - alcohol and drug use
  Assessment - parenting skills
  Assessment - social history
  Facilitate client engagement - community and cultural
  Social supports / services - facilitate access
Attachment 12 Professions other than allied health

Professions other than allied health

Although not a focus of the project, some project sites included team members from the following non-allied health workforce groups:

- Indigenous Health Worker (1 site)
- Aboriginal Health Practitioner (1 site)
- Disability Coordinator (Registered Nurse) (2 sites)

Refer to Appendix X for further information on the use and limitations of this data.

Tasks identified as potentially appropriate for skill sharing (full or part of task) with community-based Indigenous Health Workers

**ADL & Function**
- [ AD03 ] Assessment - domestic ADL (meal preparation and cooking)

**Chronic Disease Prevention & Management**
- [ CD01 ] Stages of change assessment and motivational interviewing
- [ CD02 ] Screening assessment - risk of diabetes
- [ CD04 ] Brief intervention - nutrition

**Diet & Nutrition**
- [ DN02 ] Screening Assessment - Malnutrition Screening Tool (MST)
- [ DN03 ] Screening assessment - Subjective Global Assessment (SGA)
- [ DN06 ] Assessment - diet history / nutritional intake
- [ DN12 ] Nutrition counselling
- [ DN13 ] Weight reduction / energy modified diet (individual)
- [ DN14 ] High protein / high energy (HPHE) diet
- [ DN24 ] Home enteral nutrition
- [ DN25 ] Education (Group) - nutrition and healthy diet
- [ DN26 ] Food supply and local food service systems
- [ DN27 ] Nutrition health promotion or health education program

**Foot care**
- [ FC13 ] Debridement - nails (non-pathological) (foot)

**Scars, Wounds & Skin**
- [ SC01 ] Clinical photography - wounds, scars and skin lesions
- [ SC03 ] Assessment - wounds and scars
- [ SC07 ] Wound dressings

**Vital Signs, Observations & Clinical Measurements**
- [ VS02 ] Weight, Height, BMI & Waist Circumference
Tasks identified as potentially appropriate for skill sharing (full or part of task) with Aboriginal Health Practitioners

ADL & Function
- [AD01] Screening assessment - domestic ADL and personal ADL
- [AD03] Assessment - domestic ADL (meal preparation and cooking)
- [AD07] Assessment - personal ADL (toileting)
- [AD08] Assessment - personal ADL (showering)
- [AD12] Assessment - community safety
- [AD13] Home modifications (Minor)
- [AD15] Equipment - shower chair & shower stool
- [AD16] Equipment - raised toilet seat & toilet surround
- [AD17] Equipment - over toilet frame
- [AD28] Functional needs - Domestic ADL (shopping, medications, housework, laundry)

Cardiovascular, Fitness & Exercise Tolerance
- [CV01] Six minute walk test (6MWT)

Cognition, Perception & Memory
- [CP03] Screening assessment - cognition (sKICA screen short version)
- [CP04] Screening assessment - cognition (using standardised tool: KICA-Cog Informant Questionnaire)
- [CP07] Brief intervention - cognition (dementia & memory)

Fatigue & Sleep
- [FS04] Education - sleep hygiene and fatigue management

Mobility & Transfers
- [MT07] Assessment - stairs mobility
- [MT12] Assessment - bed mobility
- [MT20] Equipment - manual wheelchair (basic / short-term)
- [MT27] Equipment - single point (walking) stick and crutches
- [MT28] Equipment - four wheel walker
- [MT29] Equipment - walking frame
- [MT31] Education - falls prevention
- [MT32] Functional training - balance
- [MT33] Functional training - bed mobility
- [MT34] Functional training - mobility (indoor)
- [MT35] Functional training - mobility (outdoor / community)
- [MT38] Functional training - vehicle transfers

Musculo-skeletal & Injury
- [MS07] Exercise program - stretching and active and/or passive ROM exercises

Neurological
- [NE08] Education - functional impacts of mild traumatic brain injury

Scars, Wounds & Skin
- [SC02] Assessment - burns
- [SC03] Assessment - wounds and scars
Tasks identified as potentially appropriate for skill sharing (full or part of task) with Disability Coordinators (Registered Nurses)

**ADL & Function**
- [AD01] Screening assessment - domestic ADL and personal ADL
- [AD02] Assessment - instrumental ADL
- [AD03] Assessment - domestic ADL (meal preparation and cooking)
- [AD04] Assessment - domestic ADL (cleaning, laundry, other)
- [AD05] Assessment - personal ADL (dressing)
- [AD06] Assessment - personal ADL (grooming)
- [AD07] Assessment - personal ADL (toileting)
- [AD08] Assessment - personal ADL (showering)
- [AD13] Home modifications (Minor)
- [AD15] Equipment - shower chair & shower stool
- [AD16] Equipment - raised toilet seat & toilet surround
- [AD17] Equipment - over toilet frame
- [AD19] Equipment - bedside commode (static)
- [AD20] Equipment - transfer bench
- [AD21] Equipment - kitchen aids

**Bladder & Bowel**
- [BB02] Assessment - Continence

**Cardiovascular, Fitness & Exercise Tolerance**
- [CV02] Assessment (subjective) - functional exercise tolerance
- [CV03] Education - exercise tolerance & cardiovascular/cardiopulmonary disease

**Cognition, Perception & Memory**
- [CP01] Assessment (informal) - cognition (information gathering)
- [CP02] Screening assessment - cognition (using standardised tools)
- [CP06] Assessment - perception (primarily visio-perceptual)

**Communication & Hearing**
- [CH01] Screening assessment - speech
- [CH03] Screening assessment - receptive language skills
- [CH05] Screening assessment - expressive language skills

**Developmental & Child Health**
- [DV01] Screening assessment - developmental milestones
- [DV02] Assessment - developmental (subjective & observational)
- [DV03] Assessment - developmental (using standardised assessment tools)
- [DV05] Assessment - developmental (classroom observation)

**Fatigue & Sleep**
- [FS02] Assessment - energy conservation

**Foot care**
- [FC02] Diabetes foot assessment
- [FC03] Vascular assessment (foot & lower limb)
- [FC04] Neurological assessment (foot & lower limb)
Infection risk assessment (foot & lower limb)
Semmes Weinstein 10g monofilament test (foot & lower limb)
128Hz Graduated Tuning Fork test (foot & lower limb)
Education - foot self care
Education - Diabetes complications impact on lower limb

Mobility & Transfers
Screening assessment - mobility
Assessment - functional mobility
Screening assessment - balance
Assessment - manual wheelchair (for community mobility)
Equipment - manual wheelchair (basic / short-term)
Equipment - chairs
Equipment - single point (walking) stick and crutches
Equipment - four wheel walker
Functional training - mobility (indoor)
Functional training - mobility (outdoor / community)

Pain
Comprehensive assessment - pain

Pressure Care
Assessment - pressure area risk including standardised tools
Education - pressure care (general)

Psychological & Behavioural
Screening assessment - depression (client / carer)

Social & Psycho-Social
Assessment - social history

Swallowing
Screening assessment - swallowing
Attachment 13 Skill share clinical tasks clusters

Skill share clinical tasks clusters

This attachment identifies clusters of tasks that were determined to be appropriate for skill sharing in the project. Some annotations are provided to indicate potential use as the basis of training programs. A small number of tasks have been added from the aggregated task list that were not flagged for skill sharing, primarily because they were already provided by multiple professions in the current project site models of care. They were added if logical to do so considering the remainder of the tasks in the cluster.
**ADL screening and assessment**

[ AD01 ] Screening assessment - domestic ADL and personal ADL  
[ AD02 ] Assessment - instrumental ADL  
[ AD03 ] Assessment - domestic ADL (meal preparation and cooking)  
[ AD04 ] Assessment - domestic ADL (cleaning, laundry, other)  
[ AD05 ] Assessment - personal ADL (dressing)  
[ AD06 ] Assessment - personal ADL (grooming)  
[ AD07 ] Assessment - personal ADL (toileting)  
[ AD08 ] Assessment - personal ADL (showering)  
[ AD09 ] Assessment - personal ADL (feeding)  
[ AD11 ] Assessment - home environment  
[ AD12 ] Assessment - community safety

**Assessing and prescribing home modifications**

Administrative rules of funding agencies may impact the extent of training, if other professions are limited in capacity to prescribe and order modifications, particularly major modifications.

[ AD13 ] Home modifications (Minor)  
[ AD14 ] Home modifications (Major)

**Equipment - ADLs and Function**

[ AD15 ] Equipment - shower chair & shower stool  
[ AD16 ] Equipment - raised toilet seat & toilet surround  
[ AD17 ] Equipment - over toilet frame  
[ AD18 ] Equipment - mobile shower commode  
[ AD19 ] Equipment - bedside commode (static)  
[ AD20 ] Equipment - transfer bench  
[ AD21 ] Equipment - kitchen aids  
[ AD22 ] Equipment - ADL aids (assistive technology)

**Functional training - activities of daily living**

[ AD23 ] Functional training - Personal ADL (toileting)  
[ AD24 ] Functional training - Personal ADL (showering)  
[ AD25 ] Functional training - Personal ADL (dressing)  
[ AD26 ] Functional training - Personal ADL (grooming)  
[ AD27 ] Functional training - Personal ADL (feeding)  
[ AD28 ] Functional needs - Domestic ADL (shopping, medications, housework, laundry)  
[ AD30 ] Training carer in Personal ADL support strategies
Continence assessment and basic intervention

Training may include two levels (1) more comprehensive for physiotherapists, occupational therapists and other professions needing more extensive skills, (2) more basic program with a focus on screening and education (as a bridging process until more comprehensively reviewed).

- [BB02] Assessment - Continence
- [BB03] Exercise program - pelvic floor (non-complex incontinence)
- [BB04] Equipment - continence aids

Cardiovascular, Fitness & Exercise Tolerance

This group of tasks would be a more advanced area of skill sharing.

- [CV01] Six minute walk test (6MWT)
- [CV02] Assessment (subjective) - functional exercise tolerance
- [CV03] Education - exercise tolerance & cardiovascular/cardiopulmonary disease
- [CV04] Exercise program - exercise tolerance and general fitness

Cognition assessment and interventions

- [CP01] Assessment (informal) - cognition (information gathering)
- [CP02] Screening assessment - cognition (using standardised tools)
- [CP03] Screening assessment - cognition (sKICA screen short version)
- [CP04] Screening assessment - cognition (using standardised tool: KICA-Cog Informant Questionnaire)
- [CP07] Brief intervention - cognition (dementia & memory)
- [CP09] Therapy program - cognition (education, recommendations and strategies)

Perception assessment and intervention

- [CP06] Assessment - perception (primarily visio-perceptual)
- [CP10] Therapy program - perceptual (visual) interventions

Communication screening and basic assessment

- [CH01] Screening assessment - speech
- [CH03] Screening assessment - receptive language skills
- [CH05] Screening assessment - expressive language skills
- [CH07] Assessment - pragmatic language skills
- [CH12] Assessment - phonological awareness/ pre-literacy skills
Communication education and basic intervention

[ CH21 ] Therapy program - phonological awareness/ pre-literacy skills

Skill sharing basic intervention strategies should be re-examined in the communication area.

Protocol-supported education/advice and basic intervention is indicated if other professions are to undertake screening and basic assessment processes, at least as a bridging intervention until the client can be fully reviewed by the speech pathologist (particularly in an outreach service context).

Developmental assessment

[ DV01 ] Screening assessment - developmental milestones
[ DV02 ] Assessment - developmental (subjective & observational)
[ DV03 ] Assessment - developmental (using standardised assessment tools)
[ DV06 ] Assessment - developmental (gross motor skills)
[ DV07 ] Assessment - developmental (fine motor skills)

Therapy program - developmental

[ DV23 ] Therapy program - developmental (gross motor)
[ DV25 ] Therapy program - developmental (fine motor)
[ DV28 ] Education - developmental (general)

Plagiocephaly

This small cluster of tasks is probably low priority, but may be relevant to some services (e.g. rural paediatrics service)

[ DV13 ] Assessment - paediatric musculo-skeletal (plagiocephaly)
[ DV18 ] Plagiocephaly positioning and education

Diet & nutrition screening, assessment and education / bridging intervention

[ DN02 ] Screening Assessment - Malnutrition Screening Tool (MST)
[ DN03 ] Screening assessment - Subjective Global Assessment (SGA)
[ DN06 ] Assessment - diet history / nutritional intake
[ VS02 ] Weight, Height, BMI & Waist Circumference
[ DN09 ] Estimated Energy Requirements (EER)

The absence of protocol-supported intervention (primarily standard education) in the skill share outcomes should be reviewed. Other professions providing screening and basic assessment should be able to offer basic intervention (e.g. standard education) to bridge the period between skill share assessment and more comprehensive review by dietitian (if indicated).
Home enteral nutrition

Further examination of the demand/need for skill sharing training in this area should be considered, as it was not found to be relevant to review sites. The scope of skill sharing to other professions for this task also requires further review. If only related to relatively operational aspects of HENS, it may be low priority for translation into a training program as aspects such as registration and supply and basic education / instructions would fit better with a delegation model rather than skill sharing.

[ DN24 ] Home enteral nutrition

Fatigue, sleep and energy conservation

Appropriate for skill sharing broadly across professions.

[ FS01 ] Assessment - fatigue & sleep
[ FS02 ] Assessment - energy conservation
[ FS03 ] Education - energy conservation techniques
[ FS04 ] Education - sleep hygiene and fatigue management

Foot care - prevention of foot morbidity for clients at high risk

The focus of this area is high-risk feet and prevention of foot morbidity through early detection, referral prioritisation and education. It has broad application across generalist allied health teams that work with populations impacted by diabetes in particular.

[ FC02 ] Diabetes foot assessment
[ FC03 ] Vascular assessment (foot & lower limb)
[ FC04 ] Neurological assessment (foot & lower limb)
[ FC08 ] Semmes Weinstein 10g monofilament test (foot & lower limb)
[ FC09 ] 128Hz Graduated Tuning Fork test (foot & lower limb)
[ FC31 ] Education - foot self care
[ FC32 ] Education - Diabetes complications impact on lower limb

Mobility assessment

This cluster of tasks would potentially have two levels of training program (1) more complex training to allow multi-professional provision of the task for clients with more complex needs (relevant for skill sharing with physical rehabilitation professions), and (2) basic training program for non-physical rehabilitation professions to support early detection of issues and clinical prioritisation of referrals.

[ MT01 ] Timed up and go (TUG)
[ MT02 ] Screening assessment - mobility
[ MT03 ] Assessment - functional mobility
[ MT04 ] Comprehensive assessment - mobility (gait)
  This task is most likely to be only relevant for skill sharing with occupational therapy due to the significant underpinning knowledge development required of professions with limited movement analysis training.
[ MT07 ] Assessment - stairs mobility
Balance and falls risk assessment

[MT05] Screening assessment - balance
[MT10] Screening assessment - falls risk
[MT06] Comprehensive assessment – balance

This task is most likely to be only relevant for skill sharing with occupational therapy due to the significant underpinning knowledge development required of professions with limited movement analysis training.

[MT31] Education - falls prevention
[MT32] Functional training - balance

The full task (i.e. managing a balance training program) is more likely to be skill shared with occupational therapy and podiatry. A basic form of the task would be appropriate for a wide range of allied health professions as a bridging intervention following the assessment task.

Mobility aids

[MT20] Equipment - manual wheelchair (basic / short-term)
[MT21] Equipment - manual wheelchair (complex)

This task is specifically to expand and standardise delivery of this task between occupational therapist and physiotherapists in a team, as more comprehensive/complex wheelchair prescription may be an area of practice that individual clinicians do not possess when moving into rural or remote practice (although it is consistent with the accepted scope of practice of both professions). Skill sharing to other professions, particularly podiatry should also be investigated.

[MT27] Equipment - single point (walking) stick and crutches
[MT28] Equipment - four wheel walker
[MT29] Equipment - walking frame

Functional training - mobility and transfers

This cluster of tasks would potentially have two levels of training program (1) more complex training to allow multi-professional provision of the task for clients with more complex needs (relevant for physical rehabilitation professions), and (2) basic training program for non-physical rehabilitation professions to support continuity, progression and review of training programs in community.

[MT33] Functional training - bed mobility
[MT34] Functional training - mobility (indoor)
[MT35] Functional training - mobility (outdoor / community)
[MT36] Functional training - stairs
[MT37] Functional training - transfers
[MT38] Functional training - vehicle transfers
Musculo-skeletal assessment and management

These tasks mostly relate to expanding the scope of rural / remote occupational therapists, and potentially podiatrists (for upper limb) to provide a more consistent and extensive range of musculo-skeletal condition management strategies. It is acknowledged that some occupational therapists and podiatrists may already provide these tasks, but findings indicate this is not universal, so training support for the development of these skills is also indicated.

Inclusion of splinting in this task cluster is not clear from a training perspective.

- [ MS01 ] Assessment - musculo-skeletal (peripheral - hand)
- [ MS02 ] Assessment - musculo-skeletal (peripheral - upper limb other than hand)
- [ MS03 ] Assessment - musculo-skeletal (peripheral - lower limb)
- [ MS07 ] Exercise program - stretching and active and/or passive ROM exercises
- [ MS08 ] Exercise program - strengthening (upper limb)
- [ MS14 ] Splinting (musculo-skeletal conditions including hand injuries)

Basic functional assessment and training for neurological conditions

- [ NE01 ] Assessment - neurological (mobility and movement)
- [ NE02 ] Assessment - neurological (neuro-muscular - upper body)
- [ NE06 ] Therapy program - functional task retraining (neurological conditions)

Pain assessment

The focus of this area is improved early detection by team members of pathological pain conditions for the purpose of improved clinical prioritisation and referral to appropriate services.

- [ PN02 ] Comprehensive assessment - pain

Pressure care screening

The focus of this area is screening clients at risk of pressure areas.

It should be linked with the diet and nutrition screening area for training due to the association between poor nutrition and pressure injuries.

- [ PC01 ] Screening assessment - pressure risk
- [ PC02 ] Assessment - pressure area risk including standardised tools

Pressure care equipment and education

- [ PC03 ] Equipment - basic pressure reliving equipment (prescription, sourcing, supply, education, trial)
- [ PC04 ] Equipment - pressure mattress (prescription, sourcing, supply, education, trial)
- [ PC05 ] Equipment - pressure cushion (prescription, sourcing, supply, education, trial)

Basic wound assessment and review

- [ SC01 ] Clinical photography - wounds, scars and skin lesions
- [ SC03 ] Assessment - wounds and scars
- [ SC06 ] Wound swab - foot / lower limb
- [ SC07 ] Wound dressings
**Burns and wounds self management program and patient education**

- [SC11] Exercise program - scars / burns

**Psycho-social screening**

- [SP03] Assessment - social history
  Although most professions undertake a basic social history, more comprehensive and structured assessment processes is indicated for skill sharing across team members to increase access to this assessment and reduce duplication for the client and team members.
- [SP05] Assessment - carer burden
- [SP09] Social supports / services - facilitate access
- [SP04] Assessment - parenting skills
  This task is probably lower priority for inclusion, but would have greater relevance as a broad skill share task for teams with a strong child development focus.

**Screening - psychological morbidity**

The focus of this area is improved detection by non-psycho-social professions of psychological morbidity for the purpose of improved clinical prioritisation and referral to mental health / psychological service.

- [PB01] Screening assessment - depression (client / carer)
- [PB02] Screening assessment - behaviour

**Swallowing assessment and strategies**

The focus of this area is improved detection by non-psycho-social professions of psychological morbidity for the purpose of improved clinical prioritisation and referral to mental health / psychological service.

- [SW01] Screening assessment - swallowing
- [SW07] Diet texture / fluid thickness and meal-time plan modification (adults)
  Although developed as a dietetics and occupational therapy skill share, the scope of the task should be broadened to include protocol-supported bridging intervention following the screening task. Skill sharing of at least education for compensatory swallow strategies and review of speech pathologist guided therapy techniques for dysphagia should be examined for inclusion in this area to allow for greater continuity of intervention between speech pathologist outreach visits.
Attachment 14 Project Steering Group

Terms of Reference – Steering Committee

TERMS OF REFERENCE (TOR)
Rural & Remote Generalist: Allied Health Project Steering Committee

PURPOSE
The purpose of the Rural & Remote Generalist: Allied Health (RRG:AH) Project Steering Committee (the “Committee”) is to provide oversight, strategic advice and support for the implementation of the RRG:AH Project.

MEMBERSHIP

<table>
<thead>
<tr>
<th>Health Workforce Australia</th>
<th>Principal Project Manager (Rural &amp; Remote) or delegate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Queensland Department of Health</td>
<td>Chief Allied Health Officer or delegate</td>
</tr>
<tr>
<td>Western Australia Department of Health</td>
<td>Chief Health Professions Officer or delegate</td>
</tr>
<tr>
<td>Western Australia Country Health Service</td>
<td>Program Manager Allied Health or delegate</td>
</tr>
<tr>
<td>Northern Territory Department of Health</td>
<td>Principal Allied Health Advisor or delegate</td>
</tr>
<tr>
<td>Services for Australian Rural and Remote Allied Health (SARRAH) and Country Health South Australia</td>
<td>SARRAH President / Principal Consultant Allied Health or delegate</td>
</tr>
<tr>
<td>GNARTN</td>
<td>Senior Director Project Manager Project Officer (RRG:AH)</td>
</tr>
</tbody>
</table>

Chair: Senior Director, GNARTN
Coordinator: Coordination and secretariat functions are provided by the Project Officer

OBJECTIVES
The Committee will:
- Provide advice, guidance and feedback to GNARTN on all facets of the RRG:AH Project.
- Contribute to the development and review of project documentation including project plan and completion report.
- Support information and consultation processes between GNARTN and stakeholders in members’ respective jurisdictions / organisations.
PRINCIPLES OF OPERATION

- The Committee will meet monthly for the term of the project (June – November 2013) or at a frequency otherwise agreed by member consensus.
- Extraordinary meetings may be called by the Chair if indicated.
- Papers may be electronically circulated out-of-session by the Chair for noting or decision.
- A quorum will consist of 50% of Committee members plus the Chair.
- Members may provide a suitably briefed proxy if they are unable to attend a meeting. The member must notify the Chair of their nominated proxy prior to the meeting.
- Agenda and any briefing documents will be distributed 5 working days before the meeting.
- Minutes will be distributed within 5 working days of the meeting.

REPORTING RELATIONSHIPS

- The Committee is sponsored by the Senior Director, GNARTN.
- Recommendations from this Committee may contribute to information provided to the GNARTN Council for decision/action.

RESPECT AND CONFIDENTIALITY

- Committee discussions will be professional, respectful and value the contribution of all members.
- Notwithstanding the information sharing and communication functions of the Committee, any information that a Committee member identifies as sensitive or not for dissemination shall be treated as confidential by members.

DISTRIBUTION OF MINUTES

- The minutes will be provided to the Committee members, and may be provided to the GNARTN Council Chair if requested.

ENDORSEMENT:

25 / 06 / 2013
Scott Davis
Senior Director
Greater Northern Australia Regional Training Network