Compression garment selection, fitting and monitoring education resource

Component 2: Supported practice guidelines

Version 4.0 June 2014
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1. Introduction to supported practice guidelines

1.1 Background

The compression garment selection, fitting and monitoring redesign trial (LINK NEEDED) provides scope for generalist allied health therapists in urban, rural and remote areas to offer patients/consumers with stable lymphoedema compression garment, selection, fitting and monitoring services.

A compression garment, selection, fitting and monitoring education resource has been developed as part of the statewide compression garment trial. The target population for this resource is therapists working in urban, rural and/or remote areas who have a generalist case load which includes patient/consumers with stable uncomplicated established malignancy-related lymphoedema.

The resource is comprised of 2 components. Firstly generalist therapists independently complete a self guided learning package. Following this, therapists are required to link with a lymphoedema therapist for a period of supported practice. The supported practice guidelines provide a framework for this practice period, using a coaching approach.

1.2 Aims

The supported practice guidelines aim to:

- Provide a framework to consolidate generalist therapist knowledge and skills in compression garment selection, fitting and monitoring for patients with stable lymphoedema through partnering with a lymphoedema therapist who has completed a Level 1 Lymphoedema Training Certificate and is accredited by the Australasian Lymphology Association (ALA).
- Facilitate continuing professional support in the provision of compression garment selection fitting and monitoring services by generalist therapists.

1.3 Overview of the supported practice period

Prior to commencement of the supported practice period, generalist physiotherapists and occupational therapists are required to have a thorough knowledge and understanding of garment prescription, fitting and monitoring for patients with stable malignancy related lymphoedema.

The compression garment selection, fitting and monitoring education package has been developed to underpin the process of establishing competencies and coaching support to maintain the development of generalist therapists’ skill base.
A key enabler in the successful implementation of the Redesign Trial is the enthusiastic engagement and supportive relationship between the generalist and the lymphoedema therapist.

Generalist therapists will be involved in a two tier training approach, detailed in Table 1.

Table 1 Education and training

<table>
<thead>
<tr>
<th>Training</th>
<th>Focus</th>
<th>Elements</th>
</tr>
</thead>
</table>
| Component 1 | • Tier 1: Self guided learning package (including workbook) | • Independent learning activities demonstrating therapist’s knowledge and understanding at a theoretical level. | • Background knowledge of:  
• Lymphatic system & lymphoedema assessment and management  
• Role of generalist & lymphoedema therapists in assessment & management of lymphoedema  
• Compression garment selection, fitting and monitoring. |
| Component 2 | • Tier 2: Supported Practice | • Practice based coaching sessions allowing for consolidation of knowledge and evidence of clinical skill. | • Clinical task training  
• Modelling on peers or other forms of simulation.  
• Observation/assessment in supervised use of task with patients (direct or indirect supervision including telehealth) |

For Component 2 of the training program, generalist therapists will require the support of a coach who is a qualified lymphoedema therapist. The coaching process will involve:

• A review of the components of the self guided learning package workbook that require clarification or elaboration

• A process of practice, demonstration and assessment of clinical skills required for the selection, fitting & monitoring of compression garments via telehealth or face to face:
  – Step one: If required, the generalist therapist can practice clinical skills with a volunteer before they undertake a patient/consumer consultation.
  – Step two: Coaching support of the generalist therapist will be provided by the lymphoedema therapist during a patient/consumer consultation until the generalist is assessed as competent. Approximately three sessions are recommended, dependent on the variation and difficulty of the patients/consumers who present and the confidence and skill development of the generalist therapist.
  – Step three: The generalist therapist provides the clinical tasks within their own scope of practice. The generalist therapist will source coaching and support from the lymphedema therapist if indicated by client presentation or for periodic review as part of ongoing skill maintenance. The frequency of this support will be determined by the generalist therapist in consultation with the lymphedema therapist.
1.4 Outcomes

The outcomes of Component 2 (Supported Practice Period) include demonstration of the knowledge and skill capabilities acquired during Component 1 of the compression garment selection, fitting and monitoring education resource. These capabilities are documented in Table 2 below.

Table 2  Capabilities of the compression garment selection, fitting and monitoring education resource

<table>
<thead>
<tr>
<th>Module 1; Overview of lymphatic system &amp; lymphoedema</th>
<th>Knowledge (Knowing what)</th>
<th>Skills (Knowing how)</th>
<th>Therapeutic approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Anatomy, physiology, and pathophysiology of the lymphatic system</td>
<td>• Identify signs of lymphoedema</td>
<td>• Provide clear explanations to patient/consumer to assist their understanding of lymphoedema.</td>
<td></td>
</tr>
<tr>
<td>• Risk factors for malignancy related lymphoedema</td>
<td>• Apply lymphoedema grading system</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Functional &amp; psychosocial impact of having lymphoedema</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 2. Assessment of lymphoedema</th>
<th>Knowledge (Knowing what)</th>
<th>Skills (Knowing how)</th>
<th>Therapeutic approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Causes of and contributors to malignancy-related lymphoedema</td>
<td>• Accurately conduct circumferential measurements and pitting test</td>
<td>• Provide thorough assessment of status of patient/consumer with stable lymphoedema.</td>
<td></td>
</tr>
<tr>
<td>• Knowledge of differential diagnosis including metastasis</td>
<td>• Complete a thorough and accurate lymphoedema assessment</td>
<td>• Identify when patient/consumer requires intervention from lymphoedema therapist.</td>
<td></td>
</tr>
<tr>
<td>• Contraindications for compression</td>
<td>• Evaluate history to determine suitability for compression</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Identify suitable referral pathway to tertiary services.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 3. Management of lymphoedema</th>
<th>Knowledge (Knowing what)</th>
<th>Skills (Knowing how)</th>
<th>Therapeutic approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Overview of the full scope of management of malignancy related lymphoedema.</td>
<td>• Determine the appropriateness of compression therapy for an individual patient/consumer.</td>
<td>• Partner with patients/consumers in the development &amp; monitoring of individualised self-management plans.</td>
<td></td>
</tr>
<tr>
<td>• Role of generalist therapists in management of malignancy related lymphoedema.</td>
<td>• Provide individualised information related to use of compression garments, risk reduction strategies, skin care &amp; exercise advice.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Contraindications and precautions to compression therapy.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Principles of compression therapy.
- Range & characteristics of compression garments including: Correct fitting principles & consequences of poor fit; donning/doffing strategies; garment care and wearing precautions.

- Determine appropriate compression garment prescription based on assessment outcomes.
- Fit and evaluate the compression garment prescribed.
- Provide a regime for wearing, care instructions & precautions for compression garments.
- Apply professional reasoning to emergent problems with compression garment wear and identify appropriate resolution.

- Using a patient centred approach the clinician will support the individual patient/consumer in the long term self-management of stable lymphoedema.

In practical terms, a generalist therapist will demonstrate the above knowledge, skills and approaches by:

- Providing information and education to patients/consumers about lymphoedema, including risk reduction guidelines.
- Educating patients/consumers in aspects of self management including advice on positioning, elevation and movement and skin care including prevention and management of cellulitis.
- Providing compression garment therapy for stable lymphoedema including the selection, fitting and monitoring of compression garments to suit individual needs.
- Directing patients/consumers to the most appropriate lymphoedema services (with lymphoedema-trained health professionals), when required.

2. **Framework for supported practice period**

2.1 **Coaching as a framework**

Acknowledging the level of professional experience and skill possessed by Queensland Health generalist therapists and their status as independent, registered health professionals, a coaching model is proposed as a framework for the Supported Practice Period.

Coaching is an active process that relies on the individual driving their own learning and engaging in self-reflection with the guidance of a coach who possesses the expertise which is sought. This is different to a model of instruction, where the learner is more passive. Coaching is defined as “a collaborative endeavour between a coach and a (coachee) …. for the purpose of enhancing the life experience, skills, performance, capacities or wellbeing of the (coachee). This is achieved through the systematic application of theory and practice to facilitate the attainment of the coachee’s goals in the coachee’s context”.1 While various types of coaching exist, for
the purposes of the Supported Practice Period, the focus will be on skills coaching which is aimed at developing or improving basic work-related skills.1

2.2  Roles and responsibilities in a coaching relationship.

The primary element of coaching is the relationship between the coach and the coachee. A coaching relationship is one of partnership working from agreed goals and where feedback is provided to assist learning. A coaching session usually takes places as a conversation and starts with an agreed learning goal.

Table 3 outlines important roles, responsibilities and attitudes for a successful coaching relationship.

<table>
<thead>
<tr>
<th>The coaching relationship</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Roles and responsibilities coachee</strong></td>
<td><strong>Attitude coachee</strong></td>
</tr>
<tr>
<td>• Ensure line manager approval for involvement</td>
<td>• Be willing to receive feedback</td>
</tr>
<tr>
<td>• Have completed self guided learning package and completed workbook activities</td>
<td>• Be willing to be challenged</td>
</tr>
<tr>
<td>• Be prepared – identify what you need to learn and take the lead in setting learning goals</td>
<td>• Be open to new and different ways of thinking</td>
</tr>
<tr>
<td>• Identify any issues/ areas for clarification before the session</td>
<td>• Be trustworthy</td>
</tr>
<tr>
<td>• Seek clarification during the session – be honest if you are unsure or don’t understand</td>
<td>• Use positive language</td>
</tr>
<tr>
<td>• Take responsibility for organising coaching sessions &amp; times</td>
<td>• Ensure confidentiality &amp; safety</td>
</tr>
<tr>
<td>• Be aware of your learning style</td>
<td>• Acknowledge the equality of the relationship through mutual respect</td>
</tr>
<tr>
<td>• Take time to reflect on your learning</td>
<td></td>
</tr>
<tr>
<td>• Ensure an ongoing record of coaching is kept</td>
<td></td>
</tr>
<tr>
<td>• Follow up any identified agreed actions</td>
<td></td>
</tr>
<tr>
<td>• Maintain a portfolio of all relevant documentation</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Roles and responsibilities coach</th>
<th><strong>Attitude coach</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Assist the coachee to identify learning needs, goals and resources needed to meet these</td>
<td>• Provide non-judgemental, constructive feedback.</td>
</tr>
<tr>
<td>• Clarify evaluation/ success criteria (i.e. when the goal will be met)</td>
<td>• Use positive language</td>
</tr>
<tr>
<td>• Establish the progress of the coachee – where they are and how far they have to go to reach their goal.</td>
<td>• Respect the individual learning style</td>
</tr>
<tr>
<td>• Encourage the coachee to identify strategies, options and to see new ways of thinking and choices.</td>
<td>• Be trustworthy</td>
</tr>
<tr>
<td>• Challenge the coachee through open and inquisitive questioning</td>
<td>• Ensure confidentiality and safety</td>
</tr>
<tr>
<td></td>
<td>• Acknowledge the equality of the relationship through mutual respect</td>
</tr>
</tbody>
</table>
• Prepare the coachee for potential problems that may arise.
• Maintain records of all relevant documentation

2.3 Format of coaching sessions

On completion of the self guided learning package, the generalist therapist will be required to identify a lymphoedema therapist who will become their ‘coach’ for the period of supported practice.

This Supported Practice Period will involve a number of joint sessions that can be conducted either face to face or using telehealth, depending on operational considerations.

A proposed format for the session is outlined in Table 4.

Table 4 Proposed format for coaching sessions

<table>
<thead>
<tr>
<th>Session</th>
<th>Proposed Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content learning</td>
<td>Review of self guided learning package workbook activities including 3 case studies.</td>
</tr>
<tr>
<td></td>
<td>Clarification of any concepts, issues or areas of uncertainty arising from the Learning Package activities.</td>
</tr>
<tr>
<td>Modelling and practice</td>
<td>Clinical skills practice with a non-clinical volunteer (e.g. staff member). Includes coachee observing coach modelling the task, and/or coachee performing the task with coach observing and providing feedback on performance.</td>
</tr>
<tr>
<td>Observed performance</td>
<td>Patient/consumer consultation with support of coach. Three sessions are recommended to provide adequate opportunity to receive feedback and demonstrate competency.</td>
</tr>
<tr>
<td>Future sessions</td>
<td>Can be arranged by negotiation as required.</td>
</tr>
</tbody>
</table>

It is anticipated that telehealth will be the preferred format for most sessions due to the distances between therapists. The use of telehealth may involve additional procedural requirements. A list of telehealth resources is provided in Table 5.
Table 5  Telehealth resources

<table>
<thead>
<tr>
<th>Logistics and technical assistance</th>
<th>Each HHS has a dedicated telehealth co-ordinator who can act as a resource for telehealth. Support is also available from Integrated Telecoms (formerly Statewide Telehealth)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patient consent</td>
<td>Patient consent must be completed prior to a patient receiving a telehealth service. This form only needs to be completed for each episode of care (for the same condition), and not necessarily for each consultation. A statewide patient consent form for telehealth is available.</td>
</tr>
</tbody>
</table>
| Patient information               | Statewide patient information brochures are available
|                                   | • Your Telehealth Appointment
|                                   | • Aboriginal and Torres Strait Islander Your Telehealth Appointment |
| Local procedures                  | Local areas may have procedures to guide the process for telehealth, for example:
|                                   | • Cape York Hospital and Health Service Guidelines for Telehealth (Video-conference) Clinical Consultation
|                                   | • Telehealth sticker for documentation |

2.4 Structure and progress

All clinical tasks listed in Appendix 6 are to be modelled and performed for upper and lower limbs during coaching sessions (i.e. modelling session and observed performance sessions). Multiple tasks may be included within the same session. For example, observation or conduct of assessment, garment selection and fitting tasks are likely to occur within one session.

Modelling and practice: Both parties will evaluate the level of demonstration required by the coach to enable the coachee to feel confident to begin practicing the task. In most situations, this will be nil or negligible as the training resources will provide practical guidance and demonstration of clinical tasks. Consequently the modelling and practice session will primarily involve performance of the clinical tasks by the coachee on a non-clinical volunteer (e.g. colleague). The coach will provide feedback and encourage the coachee to verbalise the procedural aspects of the task. For example, the coachee describes all signs he/she is examining the limb for during the modelled assessment, or the key steps while conducting the measuring technique. Verbalising during the modelling phase assists the coach to assess and provide feedback on understanding, and supports embedding of learning. The modelled practice session may also integrate discussion of scenarios (e.g. Coachee: “If the client’s upper arm circumferential measures had increased by X% since last review I would….”).
modelled practice period concludes when the coachee and coach agree that understanding and performance is adequate to provide the tasks in a supported clinical situation. Generally this will be achieved after one session.

Observed performance sessions: The coachee provides, with observation and support of the coach, the clinical tasks in a clinical situation with appropriate patient/consumer. The patient/consumer should be fully briefed about the nature of the coaching session as part of seeking informed consent. A minimum of 3 sessions with patients/consumers in the observed performance stage is recommended to provide adequate opportunity for the coachee to demonstrate capabilities with a number of different clinical presentations. Consideration should be given to observation of both upper and lower limb lymphedema presentations. The coachee may obtain competence with upper limb presentations prior to lower limb, or vice versa, depending on clinical service demand (and therefore availability of observed performance opportunities).

Progress from modelled practice to agreed competence will vary in duration between therapists. Generalist therapists with previous compression garment experience may require fewer joint sessions. Attendance at an in-service provided by manufacturers’ clinical advisors (e.g. instructions on measuring and fitting for custom-made garments) prior to or during the Supported Practice Period may also impact on the number of sessions required.

2.5 Evaluation of performance and competency

During the Supported Practice Period, the compression garment selection, fitting and monitoring Education Resource capabilities should be reviewed and discussed at each coaching session to determine whether they have been achieved or require additional learning.

Capabilities include:

• Initial knowledge and skill acquisition as demonstrated by the completion of Component 1 (Self guided learning package) and reviewed in the initial coaching session.

• Competency in clinical skills related to the provision of compression garment services as demonstrated in further coaching sessions. These skills include:
  – Providing information and education to patients/consumers about lymphoedema, including risk reduction guidelines;
  – Educating patients/consumers in aspects of self management including advice on positioning, elevation and movement and care of the skin including prevention and management of cellulitis;
  – Providing compression garment therapy for stable lymphoedema including the selection, fit and monitoring compression garments to suit individual need; and
  – Directing patient/consumers to the most appropriate lymphoedema services (with lymphoedema-trained health professionals), when required.

The coach should provide feedback on performance during and at the conclusion of each coaching session. The Coaching Session Checklist in Appendix 7 can be used for this purpose.
Coaching sessions should continue until competency is achieved as agreed by both coach and coachee. Competency comprises the underpinning knowledge and clinical skills required to safely and proficiently complete each task identified in Appendix 6. Competency is assessed through a combination of:

- assessment of performance by the coach in a number of clinical situations
- reflection on performance and confidence by the coachee.

The progress to and achievement of competency should be documented. The Clinical Skills Record in Appendix 6 should be used for this purpose. Once competency is achieved in all required tasks and skills, the Clinical Skills Record should be signed off by both parties and provided to the coachee’s manager for noting. The document should be retained by the coachee’s service consistent with the HHS procedure for managing training and human resource records (e.g. mandatory training records).

### 2.6 Documentation for coaching relationship

A documented record of the period of supported practice is essential. Both partners in the coaching relationship should keep written records, however it is the responsibility of the coachee (generalist therapist) to ensure an up to date portfolio of relevant documentation is maintained and that copies are provided to the coach (lymphoedema therapist) as required. The coaching portfolio should contain the following documents:

- Therapist profile (completed by both generalist & lymphoedema therapists) – Appendix 1.
- Expectations and offer outline – Appendix 2.
- Coaching contract (completed at initial meeting) – Appendix 3.
- Initial meeting checklist – Appendix 4.
- Clinical skills record (Lower and Upper Limb) – Appendix 5.
- Coaching session checklist – Appendix 6.
- Evaluation of coaching relationship – Appendix 7.

### 2.7 Timeframe for completion

No set timeframe is prescribed for the Supported Practice Period. The frequency of sessions will depend on:

- The therapist’s needs as outlined in the coaching agreement.
- The frequency of clinical need for compression garment provision in the therapist’s local area.

### 2.8 Ongoing support

While not structured in the same way as the Supported Practice Period, a supportive clinical consultation relationship should continue past the date the generalist therapist achieves competency in the tasks. Ongoing support is required to ensure quality and
safety of the implementation of the new service model. Support requests will generally be initiated by the generalist therapist in this period and include advice provided by email, telephone, videoconferencing or face to face. Indications for generalists seeking advice include:

- clinical presentations that sit outside the scope of the generalist’s training and competency,
- low currency of skills i.e. extended period has elapsed since training and skills were used,
- reduced confidence, or
- unanticipated or sub-optimal clinical outcomes or adverse reactions.

Ongoing support may involve:

- short questions on procedural or operational aspects of the tasks
- ‘refresher’ activities such as talking through the tasks by phone prior to the client presenting,
- review of current clinical cases, or
- a telehealth supported joint consultation.

Brief documentation of this ongoing support should be kept by the generalist therapist (e.g. printed email comprising brief summary points from the session).

Access to ad hoc support will be available for the duration of the compression garment selection, fitting and monitoring Statewide Service Redesign Trial until May 2015.

### 2.9 Evaluation of coaching relationship

It is recommended that the coach and coachee reflect on the coaching relationship at the conclusion of the trial to future to develop future skills. A template for evaluation is included in Appendix 8.
3. Appendices
# Appendix 1  Therapist profile

This profile contains information about you and a brief summary of your work location, caseload, responsibilities and special interests. Please complete and forward to your coaching partner prior to your first meeting. A copy should be kept in your own coaching portfolio.

<table>
<thead>
<tr>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current job title</td>
</tr>
<tr>
<td>Work location</td>
</tr>
<tr>
<td>Work address</td>
</tr>
<tr>
<td>Contact email</td>
</tr>
<tr>
<td>Contact phone</td>
</tr>
<tr>
<td>Contact fax</td>
</tr>
<tr>
<td>Key responsibilities in current work/ case load</td>
</tr>
</tbody>
</table>
### Areas of special interest/speciality

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevant qualifications / work history</td>
</tr>
</tbody>
</table>

| Skills / knowledge/approaches you will bring to the coaching relationship. |
|                                                                            |
| Availability (preferred days/times)                                       |

<table>
<thead>
<tr>
<th>Any further comments</th>
</tr>
</thead>
</table>

**Signature:**

**Date:**
Appendix 2  Expectations and offer contract

The first meeting in a coaching relationship is important for setting the tone of the relationship and agreement about the goals and outcomes of the relationship. This document should be completed prior to the first meeting and discussed at that meeting to assist in determining the agreed objectives and boundaries of the coaching relationship.

What I bring to the coaching relationship

<table>
<thead>
<tr>
<th>My strengths</th>
<th>Expectations of myself</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What I am looking to gain from the coaching relationship

<table>
<thead>
<tr>
<th>Goals</th>
<th>Expectations of my partner</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Appendix 3  Coaching contract

The following contract should be completed by both the coach and coachee at the initial session.

<table>
<thead>
<tr>
<th>Agreed purpose of coaching</th>
<th>To ensure the therapist can:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Provide information and education to patients/consumers about lymphoedema, including risk reduction guidelines.</td>
</tr>
<tr>
<td></td>
<td>Educate patients/consumers in aspects of self management including advice on positioning, elevation and movement and care of the skin including prevention and management of cellulitis.</td>
</tr>
<tr>
<td></td>
<td>Provide compression garment therapy for stable lymphoedema including the selection, fit and monitoring compression garments to suit individual need.</td>
</tr>
<tr>
<td></td>
<td>Direct patient/consumers to the most appropriate lymphoedema services (with lymphoedema-trained health professionals), when required.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Agreed learning goals</th>
<th>o Identify signs of lymphoedema</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>o Apply lymphoedema grading system</td>
</tr>
<tr>
<td></td>
<td>o Accurately conduct circumferential measurements and pitting test</td>
</tr>
<tr>
<td></td>
<td>o Complete a thorough and accurate lymphoedema assessment</td>
</tr>
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<td></td>
<td>o Evaluate history to determine suitability for compression</td>
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<td></td>
<td>o Identify suitable referral pathway to tertiary services.</td>
</tr>
<tr>
<td></td>
<td>o Determine the appropriateness of compression therapy for an individual patient/consumer.</td>
</tr>
<tr>
<td></td>
<td>o Provide individualised information related to use of compression garments, risk reduction strategies, skin care &amp; exercise advice.</td>
</tr>
<tr>
<td>Duration (No. of sessions)</td>
<td></td>
</tr>
<tr>
<td>----------------------------</td>
<td>---</td>
</tr>
<tr>
<td>Start &amp; finish dates</td>
<td></td>
</tr>
<tr>
<td>Format of sessions (face to face, video)</td>
<td></td>
</tr>
<tr>
<td>Frequency of sessions</td>
<td></td>
</tr>
<tr>
<td>Duration of sessions</td>
<td></td>
</tr>
<tr>
<td>Responsibilities for</td>
<td></td>
</tr>
</tbody>
</table>

- Determine appropriate compression garment prescription based on assessment outcomes.
- Fit and evaluate the compression garment prescribed.
- Provide a regime for wearing, care instructions & precautions for compression garments.
- Apply professional reasoning to emergent problems with compression garment wear and identify appropriate resolution.
<table>
<thead>
<tr>
<th>organising sessions</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Session confirmation /cancellation process (How will you confirm/ cancel?)</td>
<td></td>
</tr>
<tr>
<td>Format for outcomes/ follow up (e.g. written action plan, by whom)</td>
<td></td>
</tr>
</tbody>
</table>

I agree to keep all information discussed within the coaching session confidential.

<table>
<thead>
<tr>
<th>Coachee Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Coach Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
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Appendix 4  Initial meeting checklist

The first meeting in a coaching relationship is important for setting the tone of the relationship and agreement about the goals and outcomes of the relationship.

At the end of the initial meeting you should have:

- Established a commitment from each partner to pursue the coaching relationship
- Decided on agreed expectations and boundaries of the relationship
- Established the purpose and direction of future sessions
- Established ground rules of confidentiality and trust

The following is a list of topics that should be covered in the first meeting and can be used to structure the meeting and complete the coaching contract.

<table>
<thead>
<tr>
<th>Tasks :Prior to meeting</th>
<th>Person Responsible</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set up time, location and means ) e.g. face to face/ telehealth)</td>
<td>Coachee</td>
<td></td>
</tr>
<tr>
<td>Complete profile and send to partner – read and reflect on these</td>
<td>Both</td>
<td></td>
</tr>
<tr>
<td>Complete Expectations &amp; Offer contract and send to partner – read &amp; reflect on these</td>
<td>Both</td>
<td></td>
</tr>
<tr>
<td>Identify preferred learning style</td>
<td>Both</td>
<td></td>
</tr>
<tr>
<td>Review Self Guided Workbook/ identify areas needing clarification/ further explanation.</td>
<td>Coachee</td>
<td></td>
</tr>
<tr>
<td>Prepare for potential questions that might arise</td>
<td>Both</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tasks: At meeting</th>
<th>Person Responsible</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review &amp; discuss profiles and expectations &amp; offer contract.</td>
<td>Both</td>
<td></td>
</tr>
<tr>
<td>Identify any potential areas of concern regarding the profiles and contract.</td>
<td>Both</td>
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<tr>
<td>Discuss learning styles and any issues that may arise from this.</td>
<td>Both</td>
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</tr>
<tr>
<td>Task</td>
<td>Responsibility</td>
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<tr>
<td>----------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Discuss confidentiality, privacy and boundaries.</td>
<td>Both</td>
<td></td>
</tr>
<tr>
<td>Agree on a meeting schedule and book in dates &amp; times in advance</td>
<td>Both</td>
<td></td>
</tr>
<tr>
<td>Agree of levels and method of contact.</td>
<td>Both</td>
<td></td>
</tr>
<tr>
<td>Complete coaching contract</td>
<td>Both</td>
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</tbody>
</table>

Signature:                                                                 Date:

Signature:                                                                 Date:
### Appendix 5  Clinical skills record

The following record is to be used to record achievement of knowledge and skill development.

**Specific clinical skills relating to compression garment Prescription for Upper Limb Lymphoedema**

<table>
<thead>
<tr>
<th>Task</th>
<th>Underpinning knowledge</th>
<th>Modelled skills</th>
<th>Competence in clinical situation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial patient lymphoedema compression garment assessment</td>
<td>Upper limb</td>
<td>□ Demonstrated</td>
<td>□ Demonstrated (_____ / _____ / 20___)</td>
</tr>
<tr>
<td>Ready-to-wear compression garment selection</td>
<td>Upper limb</td>
<td>□ Demonstrated</td>
<td>□ Demonstrated (_____ / _____ / 20___)</td>
</tr>
<tr>
<td>Ready-to-wear compression garment fitting</td>
<td>Upper limb</td>
<td>□ Demonstrated</td>
<td>□ Demonstrated (_____ / _____ / 20___)</td>
</tr>
<tr>
<td>Custom-made garment measurement</td>
<td>Upper limb</td>
<td>□ Demonstrated</td>
<td>□ Demonstrated (_____ / _____ / 20___)</td>
</tr>
<tr>
<td>Custom-made garment fitting</td>
<td>Upper limb</td>
<td>□ Demonstrated</td>
<td>□ Demonstrated (_____ / _____ / 20___)</td>
</tr>
<tr>
<td>Garment evaluation/ monitoring assessment</td>
<td>Upper limb</td>
<td>□ Demonstrated</td>
<td>□ Demonstrated (_____ / _____ / 20___)</td>
</tr>
</tbody>
</table>
### Specific clinical skills relating to compression garment prescription for Lower Limb Lymphoedema

<table>
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<tr>
<th>Task</th>
<th>Underpinning knowledge</th>
<th>Modelled skills</th>
<th>Competence in clinical situation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial patient lymphoedema</td>
<td>Lower limb</td>
<td>□ Demonstrated</td>
<td>□ Demonstrated (_____ / _____ / 20___)</td>
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<tr>
<td>compression garment assessment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ready-to-wear compression</td>
<td>Lower limb</td>
<td>□ Demonstrated</td>
<td>□ Demonstrated (_____ / _____ / 20___)</td>
</tr>
<tr>
<td>garment selection</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ready-to-wear compression</td>
<td>Lower limb</td>
<td>□ Demonstrated</td>
<td>□ Demonstrated (_____ / _____ / 20___)</td>
</tr>
<tr>
<td>garment fitting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Custom-made garment</td>
<td>Lower limb</td>
<td>□ Demonstrated</td>
<td>□ Demonstrated (_____ / _____ / 20___)</td>
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<tr>
<td>measurement</td>
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<tr>
<td>Custom-made garment</td>
<td>Lower limb</td>
<td>□ Demonstrated</td>
<td>□ Demonstrated (_____ / _____ / 20___)</td>
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<tr>
<td>fitting</td>
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<tr>
<td>Garment evaluation/ monitoring</td>
<td>Lower limb</td>
<td>□ Demonstrated</td>
<td>□ Demonstrated (_____ / _____ / 20___)</td>
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<tr>
<td>assessment</td>
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</tbody>
</table>
## Skills relating to supporting self management/long term maintenance

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<thead>
<tr>
<th>Task</th>
<th>Underpinning knowledge</th>
<th>Modelled skills</th>
<th>Competence in clinical situation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informs patient of scope of own role as a generalist therapist compared with of a lymphoedema therapist.</td>
<td>□ Demonstrated</td>
<td>□ Demonstrated</td>
<td>□ Demonstrated (_____ / _____ / 20__)</td>
</tr>
<tr>
<td>Refers appropriately to specialist lymphoedema therapy services if required</td>
<td>□ Demonstrated</td>
<td>□ Demonstrated</td>
<td>□ Demonstrated (_____ / _____ / 20__)</td>
</tr>
<tr>
<td>Educates patient about potential complications with garment over time including the need for ongoing monitoring and replacement</td>
<td>□ Demonstrated</td>
<td>□ Demonstrated</td>
<td>□ Demonstrated (_____ / _____ / 20__)</td>
</tr>
<tr>
<td>Provides patient with contact details to facilitate follow up of emergent issues</td>
<td>□ Demonstrated</td>
<td>□ Demonstrated</td>
<td>□ Demonstrated (_____ / _____ / 20__)</td>
</tr>
<tr>
<td>Works collaboratively with the patient to determine a suitable/ appropriate plan for review appointment.</td>
<td>□ Demonstrated</td>
<td>□ Demonstrated</td>
<td>□ Demonstrated (_____ / _____ / 20__)</td>
</tr>
<tr>
<td>Work collaboratively with the patient to develop/ maintain self management plan including education about exercise, positioning, elevation and movement and care of the skin including prevention and management of cellulitis;</td>
<td>□ Demonstrated</td>
<td>□ Demonstrated</td>
<td>□ Demonstrated (_____ / _____ / 20__)</td>
</tr>
</tbody>
</table>

Coach name:  
Signed:  
Date:  

Coachee name:  
Signed:  
Date:
Appendix 6  Coaching session checklist

Therapist: ___________________________________________________________  Coach: ______________________________________________________________

Date: _____ / _____ / 20____

Presentation (e.g. UL/LL, Hx):  ______________________________________________________________

Specific clinical skills relating to compression garment prescription

<table>
<thead>
<tr>
<th>Task</th>
<th>Observation</th>
<th>Recommendation</th>
<th>Comments / feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial patient lymphoedema compression</td>
<td>Observed</td>
<td>Further observation sessions</td>
<td>Competency demonstrated</td>
</tr>
<tr>
<td>garment assessment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ready-to-wear compression garment selection</td>
<td>Observed</td>
<td>Further observation sessions</td>
<td>Competency demonstrated</td>
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<tr>
<td>Custom-made garment measurement</td>
<td>Observed</td>
<td>Further observation sessions</td>
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<td>Garment evaluation/ monitoring assessment</td>
<td>Observed</td>
<td>Further observation sessions</td>
<td>Competency demonstrated</td>
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</tbody>
</table>
## Skills relating to supporting self management/ long term maintenance

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<td>□ Observed</td>
<td>□ Further observation sessions</td>
<td>□ Competency demonstrated</td>
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## Appendix 7  Evaluation of coaching relationship

This form should be completed at the end of the Support Practice Period. An ongoing coaching relationship may still continue after this time.

Goals and expectations that were established at the beginning of the coaching relationship should be reviewed and any further actions needed should be noted.

<table>
<thead>
<tr>
<th>Review of goals &amp; expectations</th>
<th>List the goals and expectations set out in coaching contract</th>
<th>Achieved (tick)</th>
<th>Not achieved (tick)</th>
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Evidence of achievement

Reasons for
<table>
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<tr>
<th>non-achievement</th>
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<tr>
<td>Any ongoing action plan required (if so, please specify)</td>
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<th>Name (Coach)</th>
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4. References

