

## Appendix A: Speech Pathology Mapping

**Table A1: Mapping of the Prescribing Competencies Framework against the Speech Pathology Australia (SPA) Competency-based Occupational Standards (CBOS) for Speech Pathologist Entry Level 2011 and Code of Ethics**

Mapping of Speech Pathology Professional Competencies to the NPS Prescribing Competency Framework		
Performance Criteria	Speech Pathology Professional Standards	Comments
Competency Area 1 Assessment: Understands the person and their clinical needs		
<b>Element 1.1 Establishes a therapeutic partnership with the person and a collaborative relationship with other health professionals</b>		
1.1.1 Uses appropriate communication strategies to establish a therapeutic partnership with the person	<p><b>CBOS 2011</b></p> <p>1.3.1 Conduct the speech pathology assessments in a manner that is sensitive to the client’s cultural and social background, and in accordance with the specific assessment tool requirements and the requirements of the service provider:</p> <p>1.3.1 element cues include:</p> <p>Awareness and understanding of:</p> <ul style="list-style-type: none"> <li>• client’s use of languages other than English</li> <li>• background and culture of the client</li> <li>• cultural appropriateness (or otherwise) of the test</li> <li>• barriers to the client’s capacity to articulate their needs</li> <li>• client’s need for an interpreter</li> <li>• the client’s need for counselling and support</li> </ul> <p>4.1.2 Develop a working relationship with the client that is based on respect and recognition of the strengths and weaknesses of the individuals involved</p> <p>7.4.4 Develop and use a range of interpersonal and communicative skills</p>	Performance criteria appear to map completely with CBOS
	<p><b>SPA Code of Ethics</b></p> <p>Unable to identify this performance criterion</p>	

Mapping of Speech Pathology Professional Competencies to the NPS Prescribing Competency Framework		
Performance Criteria	Speech Pathology Professional Standards	Comments
<b>Element 1.2 Performs a comprehensive medicines assessment to obtain information to understand the person's clinical needs and context</b>		
1.2.1 Conducts an assessment that is appropriate to both the health professional's scope of practice and the person's clinical context	<b>CBOS 2011</b> 1.1.6 Establish the need for the assessment of the client's communication and/or swallowing with the consent of the client and in relation to the referral  1.2.1 Set priorities for assessment in collaboration with the client. Make referral to other agencies in accordance with the interpretation of the client's needs, and the client's priorities and circumstances  1.2.2 Select communication and/or swallowing assessment procedures and tools that are suitable to the client's needs, abilities, social and cultural background  1.2.3 Be able to justify the choice of assessment procedures and tools with reference to: <ul style="list-style-type: none"> <li>• the client's communication and/or swallowing history</li> <li>• best available evidence available from current literature and research</li> <li>• availability of procedures and tools</li> </ul> 1.2.5 Make referral to speech pathologists and other professionals with additional expertise to undertake those procedures for which you are untrained or for which the clinic is not resourced  1.3.3 Show an understanding of, and ability to carry out, formal administration of both standardised assessments and non-standardised assessment procedures  3.6.3 Seek advice from a senior or supervising speech pathologist to undertake approaches and procedures in intervention with which the clinician is unfamiliar or that are beyond the scope of entry-level practice. If required, refer to an alternative speech pathology service	Performance criterion appears to map completely with CBOS
	<b>SPA Code of Ethics</b> Unable to identify this performance criterion	
1.2.2 Reviews and interprets information in the person's health records	<b>CBOS 2011</b> 3.1.1 Seek reports and information from other relevant professionals and incorporate these, in terms of their relevance, within planning speech pathology services for the client	Performance criteria partly identified in CBOS: information from health records not specified
	<b>SPA Code of Ethics</b> Unable to identify this performance criterion	

Mapping of Speech Pathology Professional Competencies to the NPS Prescribing Competency Framework		
Performance Criteria	Speech Pathology Professional Standards	Comments
1.2.3 Obtains relevant information from the person about their medicines, and their medical and clinical history, including their co-existing conditions, treatments, alcohol and substance use, allergies and social context	<b>CBOS 2011</b> 1.1.2 Obtain a case history: holistic consideration of the client's medical history, physical, cognitive functioning and environmental factors that may impact on the swallowing or communication condition	Performance criterion partly identified in CBOS: : history descriptors do not cover all information categories specified in prescribing competencies (e.g. medicines, allergies, alcohol and substance abuse)
	<b>SPA Code of Ethics</b> Unable to identify this performance criterion	
1.2.4 Assesses the person's risk factors for poor adherence; for example social isolation, physical impairment, cognitive impairment or disturbance, low English proficiency, low health literacy, financial disadvantage	<b>CBOS 2011</b> Unable to identify this performance criterion	Unable to identify this performance criterion in CBOS or Code of Ethics
	<b>SPA Code of Ethics</b> Unable to identify this performance criterion	
1.2.5 Ascertains that sufficient information has been obtained about the person's co-existing conditions and current treatments to identify possible risks and contraindications for treatment	<b>CBOS 2011</b> 2.2.1 Identify gaps through careful perusal of existing data. Determine methods for seeking further information, taking into consideration all confidentiality guidelines and obtaining client consent  3.2.1 Identify gaps in the information and determine methods for seeking further information, taking into consideration privacy guidelines	Performance criterion appears to map completely with CBOS
	<b>SPA Code of Ethics</b> Unable to identify this performance criterion	
1.2.6 Performs clinical examinations that are within the health professional's own scope of practice and relevant to the person's problem and interprets the findings of these examinations	<b>CBOS 2011</b> 1.2.2 Select communication and/or swallowing assessment procedures and tools that are suitable to the client's needs, abilities, social and cultural background  1.2.3 Be able to justify the choice of assessment procedures and tools with reference to: <ul style="list-style-type: none"> <li>• the client's communication and/or swallowing history</li> <li>• best available evidence available from current literature and research</li> <li>• availability of procedures and tools</li> </ul> 1.3.3 Show an understanding of, and ability to carry out, formal administration of both standardised assessments and non-standardised assessment procedures	Performance criterion appears to map completely with CBOS

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Performance Criteria	Speech Pathology Professional Standards	Comments
	<p>3.6.3 Seek advice from a senior or supervising speech pathologist to undertake approaches and procedures in intervention with which the clinician is unfamiliar or that are beyond the scope of entry-level practice. If required, refer to an alternative speech pathology service</p> <p><b>SPA Code of Ethics</b> Unable to identify this performance criterion</p>	
<b>Element 1.3 Generates and explores possible diagnoses</b>		
1.3.1 Synthesises information from the comprehensive assessment and develops provisional and differential diagnoses	<p><b>CBOS 2011</b></p> <p>1.1.8 Integrate information obtained from assessment using knowledge, clinical reasoning, decision-making and evidence-based practice to develop an interpretation of the data</p> <p>2.1.1 Analyse assessment data and collate, record and interpret results in the light of normative or test guidelines or using other evidence-based procedures</p> <p>2.1.2 Establish an understanding of the client’s communication and/ or swallowing condition</p> <p>2.1.3 Integrate the results of the speech pathology assessments and use them to inform the planning and development of intervention strategies in partnership with the client and appropriate to the client’s communication and/or swallowing abilities</p> <p>2.3.1 Integrate communication and/or swallowing history data with analysed assessment results and make an interpretation of the client’s communication and swallowing condition in order to form a diagnosis</p> <p>2.3.4 Use best practice evidence to justify the interpretation of the issues, the diagnosis of the communication and/or swallowing condition of the client, the strategies for intervention and the projected outcomes for the client</p> <p><b>SPA Code of Ethics</b> Unable to identify this performance criterion</p>	Performance criterion appears to map completely with CBOS
1.3.2 Develops a diagnostic strategy and performs relevant investigations	<p><b>CBOS 2011</b></p> <p>1.1.10 Note any requirement or potential need for other assessments and/or support for the client and take steps to facilitate their provision</p> <p>1.2.2 Select communication and/or swallowing assessment procedures and tools that are suitable to the client’s needs, abilities, social and cultural background</p>	Performance criterion appears to map completely with CBOS

Mapping of Speech Pathology Professional Competencies to the NPS Prescribing Competency Framework		
Performance Criteria	Speech Pathology Professional Standards	Comments
	<p>1.2.3 Be able to justify the choice of assessment procedures and tools with reference to:</p> <ul style="list-style-type: none"> <li>• the client’s communication and/or swallowing history</li> <li>• best available evidence available from current literature and research</li> <li>• availability of procedures and tools</li> </ul> <p>2.2.1 Identify gaps through careful perusal of existing data. Determine methods for seeking further information, taking into consideration all confidentiality guidelines and obtaining client consent</p>	
	<p><b>SPA Code of Ethics</b></p> <p>Unable to identify this performance criterion</p>	
1.3.3 Explains the clinical issues and their implications to the person	<p><b>CBOS 2011</b></p> <p>1.1.7 Discuss the client’s communication and/or swallowing condition in a sensitive and empathic manner with the client and the client’s significant others using appropriate interview techniques</p> <p>2.3.3 Make a projection, where possible, of the likely outcomes of the communication and/or swallowing condition and communicate it to the client</p> <p>2.5 Provide feedback on results of interpreted speech pathology assessments to the client and/or significant others and referral sources, and discuss management</p> <p>2.5.1 Determine the participants who need to be included in feedback. Give feedback in a written and/or oral form using all means to enhance communication and using language modified according to the client’s background</p>	Performance criterion appears to map completely with CBOS and Code of Ethics
	<p><b>SPA Code of Ethics</b></p> <p>3.1.2 We make sure that our clients and the community receive accurate and current information in a timely manner. This includes information relating to:</p> <ul style="list-style-type: none"> <li>• clinical assessment and research results and the implications of these</li> </ul>	

Mapping of Speech Pathology Professional Competencies to the NPS Prescribing Competency Framework		
Performance Criteria	Speech Pathology Professional Standards	Comments
<b>Competency Area 2 Treatment options: Understands the treatment options and how they support the person's clinical need</b>		
<b>Element 2.1 Considers non-pharmacological treatment options suitable for treating the person and their condition</b>		
2.1.1 Recognises when it is clinically appropriate not to intervene; for example, in cases where the signs and symptoms are likely to resolve without treatment	<b>CBOS 2011</b> 3.3.3 Make collaborative decisions between the speech pathologist and the client and/or significant others to determine the need for speech pathology intervention. When speech pathology intervention is required, determine the level and nature of support required and available in consultation with the client and their significant others  3.3.5 When speech pathology intervention is not required, follow the service provider's policies and quality management guidelines for discharge	Performance criterion partly identified in CBOS: discusses determining need for intervention and course of action if not required
	<b>SPA Code of Ethics</b> Unable to identify this performance criterion	
2.1.2 Recognises when it is clinically appropriate to implement non-pharmacological treatments	<b>CBOS 2011</b> Non pharmacological therapy not specified, but implicit in speech pathology treatment options 3.3.3 Make collaborative decisions between the speech pathologist and the client and/or significant others to determine the need for speech pathology intervention. When speech pathology intervention is required, determine the level and nature of support required and available in consultation with the client and their significant others	Performance criterion appears to map completely with CBOS
	<b>SPA Code of Ethics</b> Unable to identify this performance criterion	
<b>Element 2.2 Identifies appropriate medicines options that can be incorporated into the person's treatment plan</b>		
2.2.1 Integrates knowledge of pharmacology, other biomedical sciences, clinical medicine, and therapeutics and identifies medicines suitable for treating the condition	<b>CBOS 2011</b> 3.5.1 Consider a variety of evidence-based speech pathology approaches using clinical and theoretical knowledge to decide on the most suitable intervention  5.6.1 Routinely use scientific principles in clinical assessment, planning and evaluation of intervention and in the development of educational materials	Performance criterion partly identified in CBOS: speech pathology competencies talk generically about theoretical knowledge and do not discuss identification of medicines specifically
	<b>SPA Code of Ethics</b> Unable to identify this performance criterion	

Mapping of Speech Pathology Professional Competencies to the NPS Prescribing Competency Framework		
Performance Criteria	Speech Pathology Professional Standards	Comments
2.2.2 Obtains, interprets, and applies current evidence and information about medicines to inform decisions about incorporating medicines into the person's treatment plan	<p><b>CBOS 2011</b></p> <p>2.3.4 Use best practice evidence to justify the interpretation of the issues, the diagnosis of the communication and/or swallowing condition of the client, the strategies for intervention and the projected outcomes for the client</p> <p>3.1.2 Integrate qualitative and quantitative information about the client and the communication and/or swallowing status with the best available evidence to choose from a range of possible intervention strategies</p> <p>3.2.1 Identify gaps in the information and determine methods for seeking further information, taking into consideration privacy guidelines</p> <p>3.2.2 Augment and integrate information about the client's communication and/or swallowing history and assessment data</p> <p>3.5.1 Consider a variety of evidence-based speech pathology approaches using clinical and theoretical knowledge to decide on the most suitable intervention</p> <p>5.6.2 Critically evaluate evidence from literature and research using knowledge of research methods and statistics</p> <p><b>SPA Code of Ethics</b></p> <p>Unable to identify this performance criterion</p>	Performance criterion partly identified in CBOS: speech pathology competencies do not specify evidence and information relating to medicines
2.2.3 Identifies medicines options that are likely to provide therapeutically effective and safe treatment and tailors them for the person	<p><b>CBOS 2011</b></p> <p>1.1.9 Obtain and document the client's goals and life circumstances. Determine speech pathology service options for achieving the goals in partnership with the client, their nominated significant other and, where necessary, the service provider</p> <p>2.1.3 Integrate the results of the speech pathology assessments and use them to inform the planning and development of intervention strategies in partnership with the client and appropriate to the client's communication and/or swallowing abilities</p> <p>4.1.1 Base intervention on a holistic understanding of the client and relevant aspects of their life. Show awareness of the total functioning of the client. Adapt activities in line with the client's functional abilities, the availability of resources, and the service providers' policies to ensure maximum progress. Select an intervention that is culturally appropriate and support the development of both (or all) languages and communication systems of the client</p>	Performance criterion partly identified in CBOS: speech pathology competencies do not specify medicines options

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Performance Criteria	Speech Pathology Professional Standards	Comments
	<p><b>SPA Code of Ethics</b></p> <p>Unable to identify this performance criterion</p>	
2.2.4 Considers the cost and affordability of the medicines to the person	<p><b>CBOS 2011</b></p> <p>3.5.2 Design and select the speech pathology intervention on the basis of the assessment information and the identification of the client’s communication and/or swallowing status. Consider the age, cultural background and interests, communication environment of the client, financial constraints, and the organisational budget constraints, priorities and staff availability. Select equipment and resources according to their availability, the client’s background, life circumstances, abilities, needs and goals</p> <p>4.5.2 Choose intervention that reflects the social, financial and environmental vulnerabilities that communities and individual clients may face in their lives.</p>	Performance criterion partly identified in CBOS: speech pathology competencies do not specify medicines
	<p><b>SPA Code of Ethics</b></p> <p>Unable to identify this performance criterion</p>	
2.2.5 Considers the implications to the wider community of using a particular medicine to treat the person	<p><b>CBOS 2011</b></p> <p>4.5.2 Choose intervention that reflects the social, financial and environmental vulnerabilities that communities and individual clients may face in their lives.</p>	Performance criterion partly identified in CBOS: speech pathology competencies do not specify medicines options
	<p><b>SPA Code of Ethics</b></p> <p>Unable to identify this performance criterion</p>	
2.2.6 Discusses the treatment options and medicines with the person, considering: the priorities for treating their current condition and co-existing conditions; their readiness to address the current condition; their expectations of treatment	<p><b>CBOS 2011</b></p> <p>1.1.5 Discuss and establish the client’s desired outcome in relation to the nature of the communication and/or swallowing condition</p> <p>2.1.3 Integrate the results of the speech pathology assessments and use them to inform the planning and development of intervention strategies in partnership with the client and appropriate to the client’s communication and/or swallowing abilities</p> <p>2.5.5 Present intervention options, taking into account the client’s assessed communication and swallowing abilities, and goals with respect to quality of life and participation (ICF). Choose the most appropriate option in collaboration with the client and/or significant other</p> <p>3.1.3 Consider the clients and/or family’s priorities and needs when determining the plan for speech pathology intervention, particularly in relation to any other current ongoing intervention plans</p>	Performance criterion partly identified in CBOS: speech pathology competencies discuss intervention options but not medicines



Mapping of Speech Pathology Professional Competencies to the NPS Prescribing Competency Framework		
Performance Criteria	Speech Pathology Professional Standards	Comments
	<p>3.4.1 Integrate information regarding the communication and/or swallowing condition, the projected outcomes, client motivation and intervention of other professionals, in order for the speech pathologist and client and/or significant other to agree on the goals of intervention</p> <p><b>SPA Code of Ethics</b> Unable to identify this performance criterion</p>	
2.2.7 Supplements verbal information with written information about the condition and treatment options (where appropriate)	<p><b>CBOS 2011</b> 2.5.1 Determine the participants who need to be included in feedback. Give feedback in a written and/or oral form using all means to enhance communication and using language modified according to the client's background</p> <p><b>SPA Code of Ethics</b> Unable to identify this performance criterion</p>	Performance criterion appears to map completely with CBOS
2.2.8 Allows the person time to make an informed decision about their treatment	<p><b>CBOS 2011</b> Unable to identify this performance criterion</p> <p><b>SPA Code of Ethics</b> Unable to identify this performance criterion</p>	Unable to identify this performance criterion in CBOS or the Code of Ethics
2.2.9 Refers the person for further assessment or treatment when the suitable treatment options are outside the health professional's own scope of practice	<p><b>CBOS 2011</b> 1.2.1 Set priorities for assessment in collaboration with the client. Make referral to other agencies in accordance with the interpretation of the client's needs, and the client's priorities and circumstances 1.2.5 Make referral to speech pathologists and other professionals with additional expertise to undertake those procedures for which you are untrained or for which the clinic is not resourced 2.5.3 In consultation with the client and/or significant others and the original referral source, make referrals for further assessment or intervention</p> <p><b>SPA Code of Ethics</b> 3.1.3 We maintain our capacity and competence to practise. In particular, we:</p> <ul style="list-style-type: none"> <li>ensure that our clients receive appropriate referrals so as to enable them to receive comprehensive diagnosis and treatment</li> </ul>	Performance criterion appears to map completely with CBOS and Code of Ethics

Mapping of Speech Pathology Professional Competencies to the NPS Prescribing Competency Framework		
Performance Criteria	Speech Pathology Professional Standards	Comments
Competency Area 3 Shared decision making: Works in partnership with the person to develop and implement a treatment plan		
<b>Element 3.1 Negotiates therapeutic goals with the person</b>		
3.1.1 Negotiates therapeutic goals that enhance the person's self-management of their condition	<b>CBOS 2011</b> Unable to identify this performance criterion	Unable to identify this performance criterion in CBOS or the Code of Ethics
	<b>SPA Code of Ethics</b> Unable to identify this performance criterion	
3.1.2 Ascertains that all parties have a common understanding of the therapeutic goals and how they will be managed	<b>CBOS 2011</b> Unable to identify this performance criterion	Unable to identify this performance criterion in CBOS or the Code of Ethics
	<b>SPA Code of Ethics</b> Unable to identify this performance criterion	
<b>Element 3.2 Works in partnership with the person and other health professionals to select medicines and to tailor and implement a treatment plan</b>		
3.2.1 Explores the person's opinions and preferences concerning medicines and the treatment plan	<b>CBOS 2011</b> 3.1.3 Consider the clients and/or family's priorities and needs when determining the plan for speech pathology intervention, particularly in relation to any other current ongoing intervention plans 3.3.3 Make collaborative decisions between the speech pathologist and the client and/or significant others to determine the need for speech pathology intervention. When speech pathology intervention is required, determine the level and nature of support required and available in consultation with the client and their significant others	Performance criterion partly identified in CBOS: speech pathology competencies do not specify medicines
	<b>SPA Code of Ethics</b> Unable to identify this performance criterion	
3.2.2 Consults other health professionals about potential medicines and the treatment plan	<b>CBOS 2011</b> 1.2.4 Discuss the client's condition with relevant members of the professional team and with the full consent of the client 2.5.3 In consultation with the client and/or significant others and the original referral source, make referrals for further assessment or intervention	Performance criterion partly identified in CBOS: speech pathology competencies do not specify medicines

Mapping of Speech Pathology Professional Competencies to the NPS Prescribing Competency Framework		
Performance Criteria	Speech Pathology Professional Standards	Comments
	<p>3.1.1 Seek reports and information from other relevant professionals and incorporate these, in terms of their relevance, within planning speech pathology services for the client</p> <p>3.1.5 Identify the need for an alternative or supplementary method of feeding and make a collaborative decision about the type of feeding and mealtime management method in consultation with the client and/or their significant other, the relevant medical, allied health and other professional staff, as well as speech pathologists experienced in swallowing disorders</p> <p><b>SPA Code of Ethics</b> Unable to identify this performance criterion</p>	
3.2.3 Reaches agreement with the person about medicines to be used to treat their condition	<p><b>CBOS 2011</b></p> <p>2.5.5 Present intervention options, taking into account the client’s assessed communication and swallowing abilities, and goals with respect to quality of life and participation (ICF). Choose the most appropriate option in collaboration with the client and/or significant other</p> <p>3.3.3 Make collaborative decisions between the speech pathologist and the client and/or significant others to determine the need for speech pathology intervention. When speech pathology intervention is required, determine the level and nature of support required and available in consultation with the client and their significant others</p> <p>3.4.1 Integrate information regarding the communication and/or swallowing condition, the projected outcomes, client motivation and intervention of other professionals, in order for the speech pathologist and client and/or significant other to agree on the goals of intervention</p> <p><b>SPA Code of Ethics</b> Unable to identify this performance criterion</p>	Performance criterion partly identified in CBOS: speech pathology competencies do not specify medicines
3.2.4 Develops the treatment plan in partnership with the person	<p><b>CBOS 2011</b></p> <p>1.1.5 Discuss and establish the client’s desired outcome in relation to the nature of the communication and/or swallowing condition</p> <p>2.5.5 Present intervention options, taking into account the client’s assessed communication and swallowing abilities, and goals with respect to quality of life and participation (ICF). Choose the most appropriate option in collaboration with the client and/or significant other</p> <p>3.1.5 Identify the need for an alternative or supplementary method of feeding and make a collaborative decision about the type of feeding and mealtime management method in consultation with the client and/or their significant other, the relevant medical, allied health and other professional staff, as well as speech pathologists experienced in swallowing disorders</p>	Performance criterion appears to map completely with CBOS.

Mapping of Speech Pathology Professional Competencies to the NPS Prescribing Competency Framework		
Performance Criteria	Speech Pathology Professional Standards	Comments
	<b>SPA Code of Ethics</b> Unable to identify this performance criterion	
3.2.5 Obtains approval to use the medicines (where relevant)	<b>CBOS 2011</b> Unable to identify this performance criterion	Unable to identify this performance criterion in CBOS or the Code of Ethics
	<b>SPA Code of Ethics</b> Unable to identify this performance criterion	
3.2.6 Stops or modifies the person's existing medicines and other management strategies if required	<b>CBOS 2011</b> Unable to identify this performance criterion	Unable to identify this performance criterion in CBOS or the Code of Ethics
	<b>SPA Code of Ethics</b> Unable to identify this performance criterion	
3.2.7 Ensures the person understands the treatment plan and how to use the medicine safely and effectively	<b>CBOS 2011</b> Unable to identify this performance criterion	Unable to identify this performance criterion in CBOS or the Code of Ethics
	<b>SPA Code of Ethics</b> Unable to identify this performance criterion	
<b>Element 3.3 Develops a review plan tailored to the person's needs</b>		
3.3.1 Identifies the need for, and develops a review plan	<b>CBOS 2011</b> 3.4.2 Establish and use methods for measuring outcomes of the intervention 3.4.3 Regularly review or adjust goals or procedures in the light of expected and measured outcomes in conjunction with the client or family 4.3.1 Implement a continuing review process and timeframe for maintaining high-quality speech pathology programs through monitoring and evaluation of outcomes. This review process is applicable to all domains of speech pathology practice, including: <ul style="list-style-type: none"> <li>• recording of client responses in sessions</li> <li>• teacher evaluations of education sessions</li> <li>• monitoring of developmental changes in the children of parents who have been trained to implement intervention goals</li> </ul>	Performance criterion appears to map completely with CBOS

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Performance Criteria	Speech Pathology Professional Standards	Comments
	<b>SPA Code of Ethics</b> Unable to identify this performance criterion	
<b>Competency Area 4 Co-ordination: Communicates the treatment plan clearly to other health professionals</b>		
<b>Element 4.1 Provides clear instructions to other health professionals who dispense, supply, or administer medicines prescribed for the person</b>		
4.1.1 Prepares prescriptions or medication orders that comply with relevant legislation, guidelines or codes of practice, and organisational policies and procedures	<b>CBOS 2011</b> Unable to identify this performance criterion	Unable to identify this performance criterion in CBOS or the Code of Ethics
	<b>SPA Code of Ethics</b> Unable to identify this performance criterion	
4.1.2 Provides accurate and clear <b>verbal</b> medication orders that comply with relevant legislation, guidelines or codes of practice and organisational policies and procedures (where relevant)	<b>CBOS 2011</b> Unable to identify this performance criterion	Unable to identify this performance criterion in CBOS or the Code of Ethics
	<b>SPA Code of Ethics</b> Unable to identify this performance criterion	
<b>Element 4.2 Provides information about medicines and the treatment plan with the person's consent to other health professionals who provide care to the person</b>		
4.2.1 Provides information for collaboration to members of inter-professional healthcare teams both within facilities and the community	<b>CBOS 2011</b> 2.4.1 Prepare written reports on the analysed and interpreted assessment data. Include clinical reasoning, integration and interpretation of assessment results, intervention planning and projected outcomes 2.5.4 With the consent of the client, convey the results of the assessment back to the referral source via verbal and/or written report 3.7.1 Document plans for intervention, therapy goals, measurement of outcomes and the rationale for decisions in speech pathology client records and/or the service provider's general records, in plain English, and in accordance with the service provider's policy and quality management guidelines 4.3.3 Communicate the outcome of any reviews and recommendations to the client, their significant other, and to other professionals, within the constraints of client confidentiality 4.4.3 Write and send reports on progress in speech pathology intervention in accordance with the service provider's policies and quality management guidelines	Performance criterion appears to map completely with CBOS and Code of Ethics

Mapping of Speech Pathology Professional Competencies to the NPS Prescribing Competency Framework		
Performance Criteria	Speech Pathology Professional Standards	Comments
	<p>4.4.4 Develop discharge plans in conjunction with the client, significant others, other professionals and in accordance with the work place policies and quality management procedures</p> <p>4.4.5 Where the speech pathology intervention involves consultation and/or education sessions, ensure these are documented and evaluated by participants</p> <p><b>SPA Code of Ethics</b></p> <p>3.1.2 We make sure that our clients and the community receive accurate and current information in a timely manner. This includes information relating to:</p> <ul style="list-style-type: none"> <li>• clinical assessment and research results and the implications of these</li> </ul>	
<b>Competency Area 5 Monitors and reviews: Monitors and reviews the person's response to treatment</b>		
<b>Element 5.1 Obtains information to assess the person's response to treatment</b>		
5.1.1 Observes the person to ascertain their response to treatment (where relevant)	<p><b>CBOS 2011</b></p> <p>3.4.2 Establish and use methods for measuring outcomes of the intervention</p> <p>4.2.3 Show continuous monitoring of goals and outcomes. Show flexibility and adaptability by the use of modifications that are dependent upon the performance of the client</p> <p>4.2.6 Show regular feedback and collaboration with the client</p> <p>4.3.1 Implement a continuing review process and timeframe for maintaining high-quality speech pathology programs through monitoring and evaluation of outcomes. This review process is applicable to all domains of speech pathology practice, including:</p> <ul style="list-style-type: none"> <li>• recording of client responses in sessions</li> <li>• teacher evaluations of education sessions</li> <li>• monitoring of developmental changes in the children of parents who have been trained to implement intervention goals</li> </ul> <p><b>SPA Code of Ethics</b></p> <p>Unable to identify this performance criterion</p>	Performance criterion appears to map completely with CBOS

Mapping of Speech Pathology Professional Competencies to the NPS Prescribing Competency Framework		
Performance Criteria	Speech Pathology Professional Standards	Comments
5.1.2 Discusses with the person and other health professionals, their: <ul style="list-style-type: none"> <li>- experience with implementing the treatment plan</li> <li>- adherence, including any issues arising and possible ways to improve adherence</li> <li>- perception or observation of the medicines' benefits and adverse effects</li> <li>- assessment of whether the therapeutic goals have been achieved</li> </ul>	<b>CBOS 2011</b> 3.4.3 Regularly review or adjust goals or procedures in the light of expected and measured outcomes in conjunction with the client or family 4.4.1 Complete qualitative and quantitative evaluation of the speech pathology intervention in a timely and efficient manner	Performance criterion partly identified in CBOS: specifics of discussion points not detailed in speech pathology competencies
	<b>SPA Code of Ethics</b> Unable to identify this performance criterion	
5.1.3 Obtains additional information to assess whether the therapeutic goals have been achieved by examining the person, requesting investigations, and interpreting the findings (where relevant)	<b>CBOS 2011</b> Unable to identify this performance criterion	Unable to identify this performance criterion in CBOS or the Code of Ethics
	<b>SPA Code of Ethics</b> Unable to identify this performance criterion	
5.1.4 Synthesises information provided by the person, other health professionals, and from clinical examinations and investigations to determine whether: <ul style="list-style-type: none"> <li>- the therapeutic goals have been achieved</li> <li>- treatment should be stopped, modified or continued</li> <li>- the person should be referred to another health professional</li> </ul>	<b>CBOS 2011</b> 3.4.3 Regularly review or adjust goals or procedures in the light of expected and measured outcomes in conjunction with the client or family 4.2.3 Show continuous monitoring of goals and outcomes. Show flexibility and adaptability by the use of modifications that are dependent upon the performance of the client	Performance criterion partly identified in CBOS
	<b>SPA Code of Ethics</b> Unable to identify this performance criterion	
<b>Element 5.2 Works in partnership with the person and other health professionals to address issues arising from the review</b>		
5.2.1 Discusses the findings of the review with the person	<b>CBOS 2011</b> 4.3.3 Communicate the outcome of any reviews and recommendations to the client, their significant other, and to other professionals, within the constraints of client confidentiality	Performance criterion appears to map completely with CBOS
	<b>SPA Code of Ethics</b> Unable to identify this performance criterion	
5.2.2 Identifies if the person requires a comprehensive medicines review	<b>CBOS 2011</b> Unable to identify this performance criterion	

Mapping of Speech Pathology Professional Competencies to the NPS Prescribing Competency Framework		
Performance Criteria	Speech Pathology Professional Standards	Comments
	<b>SPA Code of Ethics</b> Unable to identify this performance criterion	Unable to identify this performance criterion in CBOS or the Code of Ethics
5.2.3 Works in partnership with the person and other health professionals to modify the treatment plan to optimise the safety and effectiveness of treatment (where relevant)	<b>CBOS 2011</b> 3.4.3 Regularly review or adjust goals or procedures in the light of expected and measured outcomes in conjunction with the client or family 4.2.4 When working directly with a client, demonstrate the following: <ul style="list-style-type: none"> <li>• modification of the intervention according to the client’s success or failure</li> <li>• monitoring and measurement of outcomes</li> <li>• planning for future intervention (independently or as part of a team), e.g. prioritising, time planning</li> </ul> 4.3.4 Modify the speech pathology program goals and intervention according to the outcomes measured 4.3.5 Negotiate new goals with the client and significant others, and make recommendations and requests for program adjustments to other professionals involved with the client	Performance criterion appears to map completely with CBOS
	<b>SPA Code of Ethics</b> Unable to identify this performance criterion	
5.2.4 Reports issues arising from the review	<b>CBOS 2011</b> 4.3.3 Communicate the outcome of any reviews and recommendations to the client, their significant other, and to other professionals, within the constraints of client confidentiality 4.4.3 Write and send reports on progress in speech pathology intervention in accordance with the service provider’s policies and quality management guidelines 4.3.5 Negotiate new goals with the client and significant others, and make recommendations and requests for program adjustments to other professionals involved with the client	Performance criterion appears to map completely with CBOS
	<b>SPA Code of Ethics</b> Unable to identify this performance criterion	
5.2.5 Organises the next review	<b>CBOS 2011</b> Unable to identify this performance criterion	Unable to identify this performance criterion in CBOS or Code of Ethics
	<b>SPA Code of Ethics</b> Unable to identify this performance criterion	



Mapping of Speech Pathology Professional Competencies to the NPS Prescribing Competency Framework		
Performance Criteria	Speech Pathology Professional Standards	Comments
Competency Area H1 Professional: Practices professionally		
Element H1.1 Practices within the applicable legislative and regulatory frameworks		
H1.1.1 Demonstrates knowledge of, and complies with, legislation, regulations, and common law applicable to prescribing (as further defined by the knowledge subsection of this competency area)	<b>CBOS 2011</b> Unable to identify this performance criterion	Unable to identify this performance criterion in CBOS or Code of Ethics
	<b>SPA Code of Ethics</b> Unable to identify this performance criterion	
H1.1.2 Maintains accurate and complete records of: <ul style="list-style-type: none"> <li>- the consultation</li> <li>- clinical examinations and investigation results</li> <li>- risk factors for medicines misadventure</li> <li>- the person's decision to decline treatment (where relevant)</li> <li>- changes to the person's medicines management plan, including the rationale behind these changes</li> <li>- the review plan, recommendations, and date for next review</li> <li>- outcomes of treatment</li> </ul>	<b>CBOS 2011</b> 1.1.12 Record information accurately and systematically, in the English language, and according to the needs of the reader and the service provider's requirements 1.3.6 Record information objectively and accurately and as required by the service provider 2.3.5 Document the interpretation of the client's history, the diagnosis of the communication and/or swallowing condition, the strategies for intervention and the projected outcomes for the client in accordance with the service provider's policies 2.4.1 Prepare written reports on the analysed and interpreted assessment data. Include clinical reasoning, integration and interpretation of assessment results, intervention planning and projected outcomes 3.7.1 Document plans for intervention, therapy goals, measurement of outcomes and the rationale for decisions in speech pathology client records and/or the service provider's general records, in plain English, and in accordance with the service provider's policy and quality management guidelines 4.4.2 Where the speech pathology approach involves specific intervention sessions (for a client, parent or allied health/teaching assistant implementing the program), keep progress notes including reviews, recommendations and measured outcomes, and document any variation from the negotiated speech pathology program and the rationale for change 4.4.5 Where the speech pathology intervention involves consultation and/or education sessions, ensure these are documented and evaluated by participants 5.2.1 Maintain efficient systems of records, consistent with organisational requirements, for the purposes of service delivery, planning, accountability, monitoring client status and ensuring a high quality of service	Performance criterion partly identified in CBOS and Code of Ethics: not all prescribing competency criteria requirements covered in speech pathology competencies. Documentation of medicine management not specifically discussed

Mapping of Speech Pathology Professional Competencies to the NPS Prescribing Competency Framework		
Performance Criteria	Speech Pathology Professional Standards	Comments
	<p><b>SPA Code of Ethics</b></p> <p>3.1.3 We maintain our capacity and competence to practise. In particular, we:</p> <ul style="list-style-type: none"> <li>• keep current and accurate documentation</li> </ul>	
<b>Element H1.2 Practices according to CBOS, codes of conduct, and within the health professional's own scope of practice</b>		
<p>H1.2.1 Demonstrates knowledge of and compliance with:</p> <ul style="list-style-type: none"> <li>- professional standards</li> <li>- codes of conduct</li> <li>- scope of practice statements or guidelines</li> </ul>	<p><b>CBOS 2011</b></p> <p>1.4.1 Follow ethical guidelines as outlined in Speech Pathology Australia's Code of Ethics and show an awareness of current and relevant legislation impacting on speech pathology assessment</p> <p>3.6.3 Seek advice from a senior or supervising speech pathologist to undertake approaches and procedures in intervention with which the clinician is unfamiliar or that are beyond the scope of entry-level practice. If required, refer to an alternative speech pathology service</p> <p>7.1.1 Show thorough knowledge and understanding of Speech Pathology Australia's Code of Ethics</p> <p>7.1.2 Follow ethical guidelines as outlined in Speech Pathology Australia's Code of Ethics, and show an awareness of current and relevant legislation impacting on speech pathology practice</p> <hr/> <p><b>SPA Code of Ethics</b></p> <p>2.5 We are competent and follow the Association's Code of Ethics We honour our commitments to clients, colleagues and professional organisations</p> <p>3.1.3 We make sure that we always practise the highest standards of professional competence. We maintain our capacity and competence to practise. In particular, we:</p> <ul style="list-style-type: none"> <li>• recognise our competence and do not practice beyond these limits;</li> </ul> <p>3.1.7 We comply with all relevant legislation, standards and procedures so as to avoid injury to our clients, our colleagues and members of the public</p> <p>3.2.1 If a conflict arises between our employers' policies/codes of conduct, legislative requirements and our professional values, codes and standards, we try to negotiate change through appropriate channels. If this does not resolve the conflict, we may seek the support of the Association in an ethical and confidential manner</p> <p>3.3.1 We uphold and advance the values, ethics, knowledge and skills of our profession. We understand and reflect the Code in our everyday practice and dealings as a professional. In particular, we:</p> <ul style="list-style-type: none"> <li>• hold appropriate qualifications;</li> <li>• practise professionally within the scope of our level of education, training and expertise</li> </ul>	<p>Performance criterion partly identified in CBOS, however Code of Ethics appears to map completely</p>

Mapping of Speech Pathology Professional Competencies to the NPS Prescribing Competency Framework		
Performance Criteria	Speech Pathology Professional Standards	Comments
	<ul style="list-style-type: none"> <li>• represent our training and competence accurately;</li> <li>• maintain, consolidate and extend our competence;</li> <li>• exercise independent professional judgment when we provide professional services; and</li> <li>• identify and act on concerns we may have about colleagues' professional competence or conduct</li> </ul>	
H1.2.2 Practices within the limits of the health professional's own education, training and scope of practice	<p><b>CBOS 2011</b></p> <p>3.6.2 Recognise and acknowledge the extent and limitations of the negotiated roles of the speech pathologist, client and other professionals</p> <p>3.6.3 Seek advice from a senior or supervising speech pathologist to undertake approaches and procedures in intervention with which the clinician is unfamiliar or that are beyond the scope of entry-level practice. If required, refer to an alternative speech pathology service</p> <p><b>SPA Code of Ethics</b></p> <p>3.3.1 We uphold and advance the values, ethics, knowledge and skills of our profession. We understand and reflect the Code in our everyday practice and dealings as a professional. In particular, we:</p> <ul style="list-style-type: none"> <li>• hold appropriate qualifications;</li> <li>• practise professionally within the scope of our level of education, training and expertise</li> <li>• represent our training and competence accurately;</li> <li>• maintain, consolidate and extend our competence;</li> <li>• exercise independent professional judgment when we provide professional services; and</li> <li>• identify and act on concerns we may have about colleagues' professional competence or conduct</li> </ul>	Performance criterion appears to map completely with CBOS and Code of Ethics
H1.2.3 Demonstrates respect for the scope of practice of other health professionals and their contribution within a collaborative care model, particularly that of the person's main healthcare provider	<p><b>CBOS 2011</b></p> <p>3.6.2 Recognise and acknowledge the extent and limitations of the negotiated roles of the speech pathologist, client and other professionals</p> <p>6.1.1 Develop professional relationships with colleagues, supervisors and support staff relevant to the context and the issues being addressed</p> <p><b>SPA Code of Ethics</b></p> <p>3.4.1 We treat our colleagues with honesty, fairness, respect and good faith</p>	Performance criterion partly identified in CBOS and Code of Ethics

Mapping of Speech Pathology Professional Competencies to the NPS Prescribing Competency Framework		
Performance Criteria	Speech Pathology Professional Standards	Comments
H1.2.4 Accepts responsibility and is accountable for the care provided to the person	<b>CBOS 2011</b> Unable to identify this performance criterion	Unable to identify this performance criterion in CBOS, however appears to map completely with Code of Ethics
	<b>SPA Code of Ethics</b> 2 We recognise and adhere to the principles of care, objectivity, accuracy and accountability in all activities	
<b>Element H1.3 Practices within the applicable frameworks of the healthcare setting and system</b>		
H1.3.1 Demonstrates knowledge of and complies with national, state and territory, and facility policies and procedures in relation to prescribing	<b>CBOS 2011</b> Unable to identify this performance criterion	Unable to identify this performance criterion in CBOS or Code of Ethics
	<b>SPA Code of Ethics</b> Unable to identify this performance criterion	
H1.3.2 Demonstrates appropriate professional judgement when interpreting and applying guidelines and protocols to the person's situation	<b>CBOS 2011</b> Unable to identify this performance criterion	Unable to identify this performance criterion in CBOS or Code of Ethics
	<b>SPA Code of Ethics</b> Unable to identify this performance criterion	
H1.3.3 Contributes to the improvement of policies and procedures for the judicious, appropriate, safe and effective use of medicines	<b>CBOS 2011</b> Unable to identify this performance criterion	Unable to identify this performance criterion in CBOS or Code of Ethics
	<b>SPA Code of Ethics</b> Unable to identify this performance criterion	
<b>Element H1.4 Practices quality use of medicines principles</b>		
H1.4.1 Applies quality use of medicines principles when prescribing medicines	<b>CBOS 2011</b> Unable to identify this performance criterion	Unable to identify this performance criterion in CBOS or Code of Ethics
	<b>SPA Code of Ethics</b> Unable to identify this performance criterion	

Mapping of Speech Pathology Professional Competencies to the NPS Prescribing Competency Framework		
Performance Criteria	Speech Pathology Professional Standards	Comments
H1.4.2 Identifies common causes of medicines errors and adverse events, and implements strategies to reduce the risks of these occurring	<b>CBOS 2011</b> Unable to identify this performance criterion	Unable to identify this performance criterion in CBOS or Code of Ethics
	<b>SPA Code of Ethics</b> Unable to identify this performance criterion	
H1.4.3 Demonstrates knowledge of the medicines commonly prescribed	<b>CBOS 2011</b> Unable to identify this performance criterion	Unable to identify this performance criterion in CBOS or Code of Ethics
	<b>SPA Code of Ethics</b> Unable to identify this performance criterion	
H1.4.4 Critically evaluates information about medicines and makes evidence-based decisions about medicines in the health professional's own practice	<b>CBOS 2011</b> Unable to identify this performance criterion	Unable to identify this performance criterion in CBOS or Code of Ethics
	<b>SPA Code of Ethics</b> Unable to identify this performance criterion	
<b>Element H1.5 Demonstrates a commitment to continual quality improvement of the health professional's own prescribing</b>		
H1.5.1 Engages in ongoing professional development and education to improve prescribing practices	<b>CBOS 2011</b> 7.2.2 Demonstrate a commitment to a range of professional development activities 7.2.4 Reflect on speech pathology practice: evaluate assessment and intervention efficacy and assess one's own clinical skills in a variety of practice contexts	Performance criterion partly identified in CBOS and Code of Ethics: no specific mention of improving prescribing practices
	<b>SPA Code of Ethics</b> 1 We maintain our currency of professional knowledge and practice and acknowledge the limits of these 3.1.3 We maintain our capacity and competence to practise. In particular, we: <ul style="list-style-type: none"> <li>continually update and extend our professional knowledge and skills through activities such as participating in professional development, and/or engaging the support of a mentor or supervisor</li> </ul> 3.2.2 We ensure that we follow best practice standards. In particular, we: <ul style="list-style-type: none"> <li>strive to continually update and extend our professional knowledge and skills</li> </ul>	

Mapping of Speech Pathology Professional Competencies to the NPS Prescribing Competency Framework		
Performance Criteria	Speech Pathology Professional Standards	Comments
<b>Element H1.6 Addresses the potential for bias in prescribing decisions</b>		
H1.6.1 Implements strategies to address influences that may bias prescribing decisions, including: <ul style="list-style-type: none"> <li>- marketing influences</li> <li>- Possible personal, professional or financial gain</li> <li>- Conflicts of interest</li> </ul> The health professional's own beliefs, values, and experiences	<b>CBOS 2011</b> Unable to identify this performance criterion	Unable to identify this performance criterion in CBOS, however partly covered in Code of Ethics
	<b>SPA Code of Ethics</b> 3.1.5 We will ensure that we do not exploit relationships with our clients for emotional, sexual or financial gain	
<b>Competency Area H2 Communicates: Communicates and collaborates effectively with the person and other health professionals</b>		
<b>Element H2.1 Obtains consent to provide clinical services to the person</b>		
H2.1.1 Adheres to legislative and workplace requirements for obtaining and recording consent for: <ul style="list-style-type: none"> <li>- accessing health records</li> <li>- obtaining information from, and providing information to, other health professionals</li> <li>- conducting a clinical examination</li> <li>- providing clinical services</li> <li>- the potential benefits and harms of treatment</li> <li>- the financial aspects of the treatment</li> </ul>	<b>CBOS 2011</b> 1.1.11 Ensure that information gathered is not released without the informed consent of the client, guardian or significant other, and maintain confidentiality at all times in accordance with Speech Pathology Australia's Code of Ethics, freedom of information and privacy legislation 1.2.4 Discuss the client's condition with relevant members of the professional team and with the full consent of the client 1.4.3 Obtain consent from the client for distribution of information about the client to other agencies, while adhering to confidentiality guidelines in accordance with Speech Pathology Australia's Code of Ethics and any applicable freedom of information and/or privacy legislation 2.4.6 Obtain consent from the client or person responsible, facility or service provider for reports to be sent to any other person or service provider. Apply confidentiality guidelines and, with consent, send reports to appropriate personnel involved with the client 2.5.4 With the consent of the client, convey the results of the assessment back to the referral source via verbal and/or written report 3.3.2 Obtain consent from the client and/or significant other to share information about the client with other agencies, while adhering to confidentiality guidelines in accordance with Speech Pathology Australia's Code of Ethics and any applicable freedom of information and privacy legislation 3.7.3 Obtain consent from the client or guardian for information to be released to any person, in accordance with Speech Pathology Australia's Code of Ethics and any applicable freedom of information and privacy legislation	Performance criterion partly identified in CBOS: speech pathology competencies largely detail consent with respect to information sharing. Code of Ethics not specific in details of consent

Mapping of Speech Pathology Professional Competencies to the NPS Prescribing Competency Framework		
Performance Criteria	Speech Pathology Professional Standards	Comments
	<p>7.1.4 Obtain consent from the client for distribution of information about the client to other agencies, while adhering to confidentiality guidelines in accordance with Speech Pathology Australia's Code of Ethics and any applicable freedom of information legislation</p> <p><b>SPA Code of Ethics</b></p> <p>3.1.1 We ensure informed consent has been obtained from clients for the services we offer</p>	
Element H2.2 Acknowledges the person, their family, and carers as integral to care and collaborates to achieve optimal health outcomes		
H2.2.1 Involves the person's family or carers in the consultation where appropriate	<p><b>CBOS 2011</b></p> <p>1.1.3 Establish the impact of the communication and/or swallowing condition in relation to the client and significant others</p> <p>1.1.7 Discuss the client's communication and/or swallowing condition in a sensitive and empathic manner with the client and the client's significant others using appropriate interview techniques</p> <p>1.1.9 Obtain and document the client's goals and life circumstances. Determine speech pathology service options for achieving the goals in partnership with the client, their nominated significant other and, where necessary, the service provider</p> <p>2.5 Provide feedback on results of interpreted speech pathology assessments to the client and/or significant others and referral sources, and discuss management</p> <p>3.3 Discuss long-term outcomes and collaborate with the client and/or significant others to decide whether or not speech pathology strategies are suitable and/or required</p> <p>3.4 Establish goals for intervention in collaboration with the client and significant others</p> <p>3.5 Select an evidence-based speech pathology approach or intervention in collaboration with the client and significant others</p> <p>3.6.1 Negotiate an agreement on roles and responsibilities between the speech pathologist, client, significant others, allied health assistant, teacher assistant and/or other relevant service providers. Determine options to renegotiate the terms of the agreement</p> <p>4.2.7 Develop and initiate consultation with significant others and other professionals involved in the speech pathology program where necessary. Seek and obtain additional information, feedback and support from community support groups and other professionals</p> <p>4.3.3 Communicate the outcome of any reviews and recommendations to the client, their significant other, and to other professionals, within the constraints of client confidentiality</p>	Performance criterion appears to map completely with CBOS

Mapping of Speech Pathology Professional Competencies to the NPS Prescribing Competency Framework		
Performance Criteria	Speech Pathology Professional Standards	Comments
	<p>4.3.5 Negotiate new goals with the client and significant others, and make recommendations and requests for program adjustments to other professionals involved with the client</p> <p>4.4.4 Develop discharge plans in conjunction with the client, significant others, other professionals and in accordance with the work place policies and quality management procedures</p> <p><b>SPA Code of Ethics</b> Unable to identify this performance criterion</p>	
<p>H2.2.2 Explores and responds appropriately to the person's concerns and expectations regarding:</p> <ul style="list-style-type: none"> <li>- the consultation</li> <li>- their health</li> <li>- their own role and that of health professionals in managing their health</li> <li>- the health professional's scope of practice</li> <li>- the use of medicines and other treatments to maintain their health</li> </ul>	<p><b>CBOS 2011</b> Unable to identify this performance criterion</p> <p><b>SPA Code of Ethics</b> Unable to identify this performance criterion</p>	Unable to identify this performance criterion in CBOS or Code of Ethics
<p>H2.2.3 Establishes a therapeutic partnership that accords with the preferences expressed by the person</p>	<p><b>CBOS 2011</b></p> <p>1.1.5 Discuss and establish the client's desired outcome in relation to the nature of the communication and/or swallowing condition</p> <p>1.1.9 Obtain and document the client's goals and life circumstances. Determine speech pathology service options for achieving the goals in partnership with the client, their nominated significant other and, where necessary, the service provider.</p> <p>2.5.5 Present intervention options, taking into account the client's assessed communication and swallowing abilities, and goals with respect to quality of life and participation (ICF). Choose the most appropriate option in collaboration with the client and/or significant other</p> <p>3.1.3 Consider the clients and/or family's priorities and needs when determining the plan for speech pathology intervention, particularly in relation to any other current ongoing intervention plans</p> <p>3.3.3 Make collaborative decisions between the speech pathologist and the client and/or significant others to determine the need for speech pathology intervention. When speech pathology intervention is required, determine the level and nature of support required and available in consultation with the client and their significant others</p> <p>4.1.1 Base intervention on a holistic understanding of the client and relevant aspects of their life. Show awareness of the total functioning of the client. Adapt activities in line with the client's functional</p>	Performance criterion appears to map completely with CBOS



Mapping of Speech Pathology Professional Competencies to the NPS Prescribing Competency Framework		
Performance Criteria	Speech Pathology Professional Standards	Comments
	<p>abilities, the availability of resources, and the service providers' policies to ensure maximum progress. Select an intervention that is culturally appropriate and support the development of both (or all) languages and communication systems of the client.</p> <p>4.2.1 Choose a speech pathology intervention that represents best practice with respect to the range of service delivery models available, client need and preferences, workplace policy and priority</p>	
	<p><b>SPA Code of Ethics</b></p> <p>Unable to identify this performance criterion</p>	
Element H2.3 Respects the person		
H2.3.1 Respects the person's values, beliefs, and experiences	<p><b>CBOS 2011</b></p> <p>1.2.2 Select communication and/or swallowing assessment procedures and tools that are suitable to the client's needs, abilities, social and cultural background</p> <p>1.3.1 Conduct the speech pathology assessments in a manner that is sensitive to the client's cultural and social background, and in accordance with the specific assessment tool requirements and the requirements of the service provider</p> <p>3.5.2 Design and select the speech pathology intervention on the basis of the assessment information and the identification of the client's communication and/or swallowing status. Consider the age, cultural background and interests, communication environment of the client, financial constraints, and the organisational budget constraints, priorities and staff availability. Select equipment and resources according to their availability, the client's background, life circumstances, abilities, needs and goals</p> <p>4.1.1 Base intervention on a holistic understanding of the client and relevant aspects of their life. Show awareness of the total functioning of the client. Adapt activities in line with the client's functional abilities, the availability of resources, and the service providers' policies to ensure maximum progress. Select an intervention that is culturally appropriate and support the development of both (or all) languages and communication systems of the client</p> <p>4.1.2 Develop a working relationship with the client that is based on respect and recognition of the strengths and weaknesses of the individuals involved</p>	Performance criterion appears to map completely with CBOS and Code of Ethics

Mapping of Speech Pathology Professional Competencies to the NPS Prescribing Competency Framework		
Performance Criteria	Speech Pathology Professional Standards	Comments
	<p><b>SPA Code of Ethics</b></p> <p>1 In our professional judgement and decisions, we do not discriminate on the basis of race, religion, gender, sexual preference, marital status, age, disability, beliefs, contribution to society or socioeconomic status.</p> <p>We respect the rights and dignity of our clients and we respect the context in which they live.</p> <p>2.5 We are respectful and courteous</p>	
H2.3.2 Respects the person's privacy and confidentiality	<p><b>CBOS 2011</b></p> <p>1.1.1.11 Ensure that information gathered is not released without the informed consent of the client, guardian or significant other, and maintain confidentiality at all times in accordance with Speech Pathology Australia's Code of Ethics, freedom of information and privacy legislation</p>	Performance criterion appears to map completely with CBOS and Code of Ethics
	<p><b>SPA Code of Ethics</b></p> <p>1 In our professional work, we seek to protect the individuality and privacy of all with whom we interact</p> <p>3.1.4 We treat as confidential all information we handle in the course of our professional services. We do not disclose information about our clients, or the confidences they share with us, unless:</p> <ul style="list-style-type: none"> <li>• our clients consent to this;</li> <li>• the law requires us to disclose it; or</li> <li>• there are compelling moral and ethical reasons for us to disclose it</li> </ul>	
H2.3.3 Respects the person's healthcare decisions	<p><b>CBOS 2011</b></p> <p>Performance criterion partly identified in CBOS. Numerous examples of making decisions in a collaborative way with the client and according with the patient's preferences (see H2.2.3, H2.3.1), but nil specifically re respecting the person's healthcare decisions.</p>	Performance criterion partly identified in CBOS, however appears to map completely with Code of Ethics
	<p><b>SPA Code of Ethics</b></p> <p>2.4 We respect the rights of our clients to self-determination and autonomy</p>	

Mapping of Speech Pathology Professional Competencies to the NPS Prescribing Competency Framework		
Performance Criteria	Speech Pathology Professional Standards	Comments
<b>Element H2.4 Communicates effectively with the person using appropriate communication skills to enable the safe use of medicines</b>		
H2.4.1 Assesses the person's preferred language, communication style, communication capabilities, and health literacy, and adjusts the health professional's own communication style to interact effectively with them	<p><b>CBOS 2011</b></p> <p>Unit 1: Assessment of the communication and/or swallowing condition takes into consideration the client's preferred language/s and is completed in a culturally competent manner.</p> <p>Element 1.2 cues:</p> <p>Procedures and tools chosen with reference to:</p> <ul style="list-style-type: none"> <li>• age and gender of the client</li> <li>• cultural and linguistic background</li> <li>• client's preferred mode of communication and/or communication system</li> </ul> <p>Element 1.3 cues:</p> <p>Awareness and understanding of:</p> <ul style="list-style-type: none"> <li>• client's use of languages other than English</li> <li>• barriers to the client's capacity to articulate their needs</li> <li>• client's need for an interpreter</li> </ul> <p>2.4.4 Write the report in English using a reader-friendly style (plain English) and take into account health literacy levels. Sign and date the report and write in the format required by the service provider's policies</p> <p>2.4.5 Use qualified interpreters (e.g. sign and/or other language) to interpret, translate and/or present the report when necessary</p> <p>2.5.1 Determine the participants who need to be included in feedback. Give feedback in a written and/or oral form using all means to enhance communication and using language modified according to the client's background</p> <p>Element 3.1 cues:</p> <p>A rationale for decisions made with reference to:</p> <ul style="list-style-type: none"> <li>• the client's current preferred communication system (e.g. AAC)</li> </ul> <p>3.3.1 When possible, attend or convene a meeting of key people involved with the client to provide feedback on the speech pathology interpretation and intervention options. This should take into consideration the client's communication status, need for AAC or other strategies, qualified interpreters and/or client advocates</p> <p>4.1.1 Base intervention on a holistic understanding of the client and relevant aspects of their life. Show awareness of the total functioning of the client. Adapt activities in line with the client's functional</p>	Performance criterion appears to map completely with CBOS

Mapping of Speech Pathology Professional Competencies to the NPS Prescribing Competency Framework		
Performance Criteria	Speech Pathology Professional Standards	Comments
	<p>abilities, the availability of resources, and the service providers' policies to ensure maximum progress. Select an intervention that is culturally appropriate and support the development of both (or all) languages and communication systems of the client</p> <p><b>SPA Code of Ethics</b> Unable to identify this performance criterion</p>	
H2.4.2 Considers the potential issue of perceived power differences between the health professional and the person	<p><b>CBOS 2011</b> Unable to identify this performance criterion</p> <p><b>SPA Code of Ethics</b> Unable to identify this performance criterion</p>	Unable to identify this performance criterion in CBOS or Code of Ethics
H2.4.3 Provides clear and appropriate written and verbal information to the person to enable them to make informed choices and achieve optimal health outcomes	<p><b>CBOS 2011</b> 2.5.1 Determine the participants who need to be included in feedback. Give feedback in a written and/or oral form using all means to enhance communication and using language modified according to the client's background</p> <p><b>SPA Code of Ethics</b> 3.1.2 We make sure that our clients and the community receive accurate and current information in a timely manner. This includes information relating to:</p> <ul style="list-style-type: none"> <li>• clinical assessment and research results and the implications of these;</li> <li>• the nature and extent of the services available to clients and the consequences of these services;</li> <li>• the commitment required by the client;</li> <li>• their rights; and</li> <li>• fees for services and other associated costs</li> </ul>	Performance criterion partly identified in CBOS, however appear to map completely with Code of Ethics
H2.4.4 Ascertains that the information provided has been received and understood correctly	<p><b>CBOS 2011</b> Unable to identify this performance criterion</p> <p><b>SPA Code of Ethics</b> Unable to identify this performance criterion</p>	Unable to identify this performance criterion in CBOS or Code of Ethics

Mapping of Speech Pathology Professional Competencies to the NPS Prescribing Competency Framework		
Performance Criteria	Speech Pathology Professional Standards	Comments
<b>Element H2.5 Collaborates with other health professionals to achieve optimal health outcomes for the person</b>		
H2.5.1 Engages in open, interactive discussions with other health professionals involved in caring for the person	<b>CBOS 2011</b> 1.2.4 Discuss the client's condition with relevant members of the professional team and with the full consent of the client 3.1.4 Identify the need for augmentative and/or alternative systems of communication and choose a system in collaboration with the client and/or significant other and with speech pathologists or other professionals experienced in providing such systems 3.1.5 Identify the need for an alternative or supplementary method of feeding and make a collaborative decision about the type of feeding and mealtime management method in consultation with the client and/or their significant other, the relevant medical, allied health and other professional staff, as well as speech pathologists experienced in swallowing disorders 3.3.1 When possible, attend or convene a meeting of key people involved with the client to provide feedback on the speech pathology interpretation and intervention options. This should take into consideration the client's communication status, need for AAC or other strategies, qualified interpreters and/or client advocates 4.2.7 Develop and initiate consultation with significant others and other professionals involved in the speech pathology program where necessary. Seek and obtain additional information, feedback and support from community support groups and other professionals	Performance criterion appears to map completely with CBOS
	<b>SPA Code of Ethics</b> Unable to identify this performance criterion	
H2.5.2 Confirms that their own understanding of information provided by other health professionals is correct	<b>CBOS 2011</b> Unable to identify this performance criterion	Unable to identify this performance criterion in CBOS or Code of Ethics
	<b>SPA Code of Ethics</b> Unable to identify this performance criterion	
H2.5.3 Responds appropriately to communication initiated by other health professionals	<b>CBOS 2011</b> Unable to identify this performance criterion	Unable to identify this performance criterion in CBOS or Code of Ethics
	<b>SPA Code of Ethics</b> Unable to identify this performance criterion	

Mapping of Speech Pathology Professional Competencies to the NPS Prescribing Competency Framework		
Performance Criteria	Speech Pathology Professional Standards	Comments
H2.5.4 Provides clear verbal and written information to other health professionals by secure means when implementing new treatments with medicines or modifying existing treatment plans	<p><b>CBOS 2011</b></p> <p>2.4.1 Prepare written reports on the analysed and interpreted assessment data. Include clinical reasoning, integration and interpretation of assessment results, intervention planning and projected outcomes</p> <p>2.4.4 Write the report in English using a reader-friendly style (plain English) and take into account health literacy levels. Sign and date the report and write in the format required by the service provider's policies</p> <p>2.4.5 Use qualified interpreters (e.g. sign and/or other language) to interpret, translate and/or present the report when necessary</p> <p>2.4.6 Obtain consent from the client or person responsible, facility or service provider for reports to be sent to any other person or service provider. Apply confidentiality guidelines and, with consent, send reports to appropriate personnel involved with the client</p> <p>3.7.1 Document plans for intervention, therapy goals, measurement of outcomes and the rationale for decisions in speech pathology client records and/or the service provider's general records, in plain English, and in accordance with the service provider's policy and quality management guidelines</p> <p>4.3.3 Communicate the outcome of any reviews and recommendations to the client, their significant other, and to other professionals, within the constraints of client confidentiality</p> <p>4.4.3 Write and send reports on progress in speech pathology intervention in accordance with the service provider's policies and quality management guidelines</p> <p>4.4.4 Develop discharge plans in conjunction with the client, significant others, other professionals and in accordance with the work place policies and quality management procedures</p> <p>4.4.5 Where the speech pathology intervention involves consultation and/or education sessions, ensure these are documented and evaluated by participants</p>	Performance criterion appears to map completely with CBOS and Code of Ethics
	<p><b>SPA Code of Ethics</b></p> <p>3.1.2 We make sure that our clients and the community receive accurate and current information in a timely manner. This includes information relating to:</p> <ul style="list-style-type: none"> <li>clinical assessment and research results and the implications of these</li> </ul>	

**Table A2: Mapping of the Prescribing Competencies Framework (Element Level) against Curriculum Learning Outcomes for Bachelor of Speech Pathology (Honours), University of Queensland**

<b>Mapping of Bachelor of Speech Pathology, UQ, Learning Outcomes to the NPS Prescribing Competency Framework (Element Level)</b>	
<b>Subject</b>	<b>Applicable Learning Outcome/s</b>
<b>Competency Area 1 Communicates: Communicates and collaborates effectively with the person and other health professionals</b>	
<b>Element 1.1 Establishes a therapeutic partnership with the person and a collaborative relationship with other health professionals</b>	
SPCH1201-Communication Across the Lifespan	3-Use appropriate communication skills across tasks, contexts, and communication partners.
PHYL2063-Physiology I	Practicality 2.4-Have experienced working cooperatively and effectively communicating within a group.
SPCH2106-Phonological Disorders & Clinical Practice	Clinical Practice 1.1-Demonstrate communication, interpersonal and interviewing skills which are appropriate for clinical practice
PHYL2063-Physiology II	Practicality 2.4-Work collaboratively and communicate effectively within a group
SPCH2203-Clinical Practice	1-Interact appropriately with clients, and relatives as well as staff and peers in the clinical setting
SPCH3102-The School-Aged Child	4-Devise a comprehensive communication assessment plan appropriate for the educational context and for children from culturally and linguistically diverse backgrounds
SPCH3107-Fluency disorders & Clinical Practice	6-Demonstrate professional relationships with clients, colleagues and the wider community, and adaptation of communication style for each target audience
SPCH3205-Clinical education IIIB	1-Establish effective communication skills in relationships with clients, colleagues and the wider community. Further, you will be able to vary your communication style such that it is appropriate to the target audience.
SPCH4105-Clinical Education IV	1-Demonstrate advanced communication skills evident in relationships with clients, colleagues, and the wider community. Further, you should be able to vary your communication style so that it is appropriate to the target audience
SPCH4107-Disability Issues & Alternative & Augmentative Communication	4-Identify and integrate psychosocial factors in the management of people with communication disabilities
SPCH4206-Clinical Management	1-Demonstrate developing competency in relation to clinical reasoning, professional communication, lifelong learning and professionalism
<b>Element 1.2 Performs a comprehensive medicines assessment to obtain information to understand the person's clinical needs and context</b>	
SPCH1100-Introduction to Communication and Swallowing Disorders	1-Demonstrate observation, recording, and reporting skills in typical and disordered communication situations 5-Identify a range of assessment and clinical procedures used by speech pathologists
SPCH1101-Introduction to Speech Pathology Practice	Clinical Practice 1.3-Identify a range of assessment procedures used by speech pathologists, observe communication skills, and record data in a variety of contexts 1.4-Demonstrate good observation, recording, and reporting skills in typical and disordered communication situations

Mapping of Bachelor of Speech Pathology, UQ, Learning Outcomes to the NPS Prescribing Competency Framework (Element Level)	
Subject	Applicable Learning Outcome/s
	<p>Audiology</p> <p>2.2-Interpret basic hearing assessment results</p> <p>2.3-Conduct screening audiometry tests</p>
SPCH1201-Communication Across the Lifespan	<p>1-Use informal assessments to observe the function of older adults and preschool-aged children across the areas of practice (language, speech, voice, swallowing, and fluency) and report on function in both verbal and written formats with reference to the literature</p> <p>2-Understand and critically appraise the factors that affect an individual's performance on assessment tasks (including changes with age), and how the areas of practice (language, speech, voice, swallowing, fluency) interact with each other</p>
SPCH-2104-Assessment and Management of Voice Disorders	2-Identify and describe the various perceptual and instrumental voice assessment methods, and be competent in perceptual voice assessment
SPCH2015-Disorders of Early Language Development	3-Identify a range of assessment procedures used by speech pathologists who work with young children with language delays/disorders
SPCH2106-Phonological Disorders & Clinical Practice	<p>Clinical Practice</p> <p>1.2-Demonstrate skills in effective case history taking</p> <p>1.4-Demonstrate a working knowledge of the principles of assessment, test construction and administration</p> <p>1.5-Administer relevant speech and language assessments</p> <p>Lecture Series</p> <p>2.2-Demonstrate a working knowledge of the principles of assessment, test construction and administration</p>
SPCH2203-Clinical Practice	2-Choose, administer and analyse appropriate assessments
SPCH2204-Paediatric & Adult Motor Speech Disorders	<p>2-Identify, describe, score, and interpret the results of assessments available for the evaluation of adult and paediatric motor speech disorders</p> <p>7-Develop an understanding of the assessment, treatment, and speech pathology sequelae of common diseases of the central and peripheral nervous systems</p>
SPCH2205-Acquired Adult Neurogenic Language Disorders: Differential Diagnosis & Clinical Management	2-Demonstrate knowledge of and an ability to interpret informal and formal assessments used with adults who have acquired neurogenic communication disorders
SPCH3102-The School-Aged Child	<p>4-Devise a comprehensive communication assessment plan appropriate for the educational context and for children from culturally and linguistically diverse backgrounds</p> <p>5-Analyse a discourse sample and interpret the findings.</p>
SPCH3106-Language: Representation, Processing & Disorders	4-Identify appropriate assessment options for evaluating adult language comprehension and production
SPCH3107-Fluency disorders & Clinical Practice	<p>3-Demonstrate knowledge of how to assess and diagnose both adult and paediatric fluency disorders</p> <p>8-Demonstrate competency in evaluating relatively straightforward communication disorders, with respect to both formal and informal evaluation procedures</p>



<b>Mapping of Bachelor of Speech Pathology, UQ, Learning Outcomes to the NPS Prescribing Competency Framework (Element Level)</b>	
<b>Subject</b>	<b>Applicable Learning Outcome/s</b>
SPCH3200-Children with Special Needs in Communication	2-Integrate and interpret assessment results and case data from the six speech pathology ranges of practice (language, speech, swallowing, voice, fluency, multimodal communication) to diagnose communication disorders in children with disabilities 3-Select appropriate, efficient, and ecologically valid assessments (e.g., consider all factors relevant to the client, legislation, and the situational contexts)
SPCH3206-Adult & Paediatric Dysphagia & Laryngectomy	4-Understand the processes of assessing dysphagia through clinical and instrumental assessments and understand the strengths, weaknesses and information obtained from each form of assessment 6-Demonstrate skills in reporting clinical and instrumental assessments of swallowing 8-Know and understand the scope of practice of speech pathologists in both dysphagia assessment and management
SPCH4105-Clinical Education IV	3-Demonstrate competency in evaluating communication disorders, with respect to both formal and informal evaluation procedures
SPCH4107-Disability Issues & Alternative & Augmentative Communication	4-Identify and integrate psychosocial factors in the management of people with communication disabilities 7-Formulate management (assessment and therapy) options for people with communication disabilities
SPCH4108-Case Integration	1-Investigate and document a client's communication and/or swallowing condition and explore the primary concerns of the client 2-Identify the communication and/or swallowing conditions requiring investigation and use the best available scientific and clinical evidence to determine the most suitable assessment procedures in partnership with the client 3-Analyse and interpret speech pathology assessment data
SPCH4206-Clinical Management	2-Demonstrate entry level competency in the assessment, description and/or diagnosis, planning and implementation of management of a range of cases in speech pathology
<b>Element 1.3 Generates and explores possible diagnoses</b>	
SPCH-2104-Assessment and Management of Voice Disorders	3-Differentially diagnose voice disorders in adults and children based on analysis and integration of assessment data and other relevant information
SPCH2015-Disorders of Early Language Development	2-Demonstrate skills in differential diagnosis between typical language development and language delays/disorders 4-Analyse and interpret informal (including language samples) and formal assessment data relevant to young children with language delays/disorders
SPCH2106-Phonological Disorders & Clinical Practice	Clinical Practice 1.6-Interpret standardised test results and the results of informal speech data analysis in order to identify appropriate goals for articulation and phonological therapy Lecture Series 2.3-Interpret standardised test results and the results of informal speech data analysis in order to identify appropriate goals for articulation and phonological therapy 2.4- Differentially diagnose and classify speech disorders based on surface structure
SPCH2203-Clinical Practice	3-Identify which communication stream is impaired and to be able to describe the key characteristics

Mapping of Bachelor of Speech Pathology, UQ, Learning Outcomes to the NPS Prescribing Competency Framework (Element Level)	
Subject	Applicable Learning Outcome/s
SPCH2204-Paediatric & Adult Motor Speech Disorders	3-Differentially diagnose adult and paediatric motor speech disorders based on analysis and integration of assessment data and other relevant information
SPCH2205-Acquired Adult Neurogenic Language Disorders: Differential Diagnosis & Clinical Management	3-Critically analyse and integrate case information in relation to assessment and management of adults with acquired neurogenic communication disorders
SPCH3107-Fluency disorders & Clinical Practice	3-Demonstrate knowledge of how to assess and diagnose both adult and paediatric fluency disorders 9-Demonstrate competency in either describing or diagnosing the client's communication problem, and in using this information to plan and/or deliver a speech pathology management program
SPCH3200-Children with Special Needs in Communication	2-Integrate and interpret assessment results and case data from the six speech pathology ranges of practice (language, speech, swallowing, voice, fluency, multimodal communication) to diagnose communication disorders in children with disabilities
SPCH3205-Clinical education IIIB	3-Demonstrate competency in either describing or diagnosing your clients' communication difficulties, and using this information to plan and/or deliver a speech pathology management program
SPCH3206-Adult & Paediatric Dysphagia & Laryngectomy	5-Analyse information in order to evaluate and create the most appropriate holistic management plan for a patient (including referrals to other individuals) and demonstrate competence in clinical decision making in relation to the management of dysphagia
SPCH4108-Case Integration	4-Determine the basis for or diagnosis of the communication and/or swallowing condition and determine the possible outcomes
SPCH4206-Clinical Management	2-Demonstrate entry level competency in the assessment, description and/or diagnosis, planning and implementation of management of a range of cases in speech pathology
<b>Competency Area 2 Treatment options: Understands the treatment options and how they support the person's clinical need</b>	
<b>Element 2.1 Considers non-pharmacological treatment options suitable for treating the person and their condition</b>	
SPCH1100-Introduction to Communication and Swallowing Disorders	5-Identify a range of assessment and clinical procedures used by speech pathologists.
SPCH1101-Introduction to Speech Pathology Practice	Audiology 2.4-Identify and describe the basic principles underlying auditory rehabilitation and the range of intervention options available for persons with hearing impairment.
SPCH-2104-Assessment and Management of Voice Disorders	4-Identify and apply a range of therapy approaches and techniques for the treatment of voice disorders in children and adults 5-Apply clinical reasoning, involving analysis and integration of data, to the development of a treatment program for adults and children with voice disorders
SPCH2015-Disorders of Early Language Development	Clinical Practice 5-Demonstrate knowledge of appropriate interventions and outcome measures for young children with language delays/disorders Lecture Series

Mapping of Bachelor of Speech Pathology, UQ, Learning Outcomes to the NPS Prescribing Competency Framework (Element Level)	
Subject	Applicable Learning Outcome/s
	2.6-Demonstrate knowledge of a range of commonly used therapy approaches for children with speech disorders, especially phonological disorders, and be able to plan therapy using those approaches 2.7-Demonstrate the capacity to integrate holistic client information and assessment outcomes to plan appropriate intervention
SPCH2204-Paediatric & Adult Motor Speech Disorders	4-Identify and describe a range of therapy approaches and techniques for the treatment of adult and paediatric motor speech disorders
SPCH2205-Acquired Adult Neurogenic Language Disorders: Differential Diagnosis & Clinical Management	3-Critically analyse and integrate case information in relation to assessment and management of adults with acquired neurogenic communication disorders 4-Demonstrate knowledge of a range of therapy approaches and outcome measures required for holistic management of adults with acquired neurogenic communication disorders
SPCH3102-The School-Aged Child	7-Formulate an evidence and curriculum-based intervention program that considers: priority for therapy, facilitators, classroom constraints, and service delivery models.
SPCH3106-Language: Representation, Processing & Disorders	6-Apply and communicate psycholinguistic principles in the development of remediation techniques for adults with aphasia
SPCH3107-Fluency disorders & Clinical Practice	4-Identify and apply the various approaches and techniques used in the treatment of adults and children with fluency disorders 10-Demonstrate a holistic approach to case management
SPCH3200-Children with Special Needs in Communication	4-Design a holistic intervention plan based on case information, assessment results, and service provider's goals, for a child with special needs in communication
SPCH3205-Clinical education IIIB	4-Take a holistic case management approach by demonstrating knowledge of contributing factors that may be affecting communication performance, and demonstrate critical thinking in relation to your clients' presentation
SPCH3206-Adult & Paediatric Dysphagia & Laryngectomy	5-Analyse information in order to evaluate and create the most appropriate holistic management plan for a patient (including referrals to other individuals) and demonstrate competence in clinical decision making in relation to the management of dysphagia 7-Understand the major management strategies (compensation, rehabilitation, supplementary feeding) implemented in dysphagia management, and the clinical rationale for each approach and technique
SPCH4105-Clinical Education IV	4-Take a holistic approach to case management, by demonstrating critical thinking and knowledge of contributing factors that may be affecting communication performance
SPCH4107-Disability Issues & Alternative & Augmentative Communication	5-Describe low and high technology options for addressing augmentative and alternative communication (AAC) needs of people with a communication disability and their communication partners 6-Explain the application and use of AAC in integrated care programs 7-Formulate management (assessment and therapy) options for people with communication disabilities
SPCH4206-Clinical Management	5-Independently and competently describe the presenting communication and swallowing features of an adult with a communication and/or swallowing disability and provide a description of and rationale for the management process

Mapping of Bachelor of Speech Pathology, UQ, Learning Outcomes to the NPS Prescribing Competency Framework (Element Level)	
Subject	Applicable Learning Outcome/s
<b>Element 2.2 Identifies appropriate medicines options that can be incorporated into the person's treatment plan</b>	
ANAT1022-Anatomy of the Head, Neck and Thorax	1-Describe the anatomy of the head, neck and thorax of the human body using correct anatomical terminology 2-Identify discrete features of the body with particular emphasis on the head, neck and thorax 3-Explain the relationship between structure and function in a developmental context 4-Describe how organ systems are integrated within the body 5-Describe the anatomical bases for the processes of speech, swallowing, vision and hearing
PHYL2063-Physiology I	Knowledge 1.1-Have a working knowledge of the functions and needs of mammalian tissues, organs and systems and how these relate to whole body function 1.2-Have an understanding of general and specialised cell physiology, the cardiovascular, respiratory and renal systems and be able to convey this knowledge in a clinical context Practicality 2.3-Understood the methods of data collection and analysis, and developed an ability to evaluate experimental results taking into account the sources and magnitude of experimental errors
SPCH-2104-Assessment and Management of Voice Disorders	4-Identify and apply a range of therapy approaches and techniques for the treatment of voice disorders in children and adults 5-Apply clinical reasoning, involving analysis and integration of data, to the development of a treatment program for adults and children with voice disorders 7 Define and describe the range of diseases and disorders of the ear, nose & throat and be aware of the medical treatment for these conditions
SPCH2015-Disorders of Early Language Development	Clinical Practice 5-Demonstrate knowledge of appropriate interventions and outcome measures for young children with language delays/disorders Lecture Series 2.6-Demonstrate knowledge of a range of commonly used therapy approaches for children with speech disorders, especially phonological disorders, and be able to plan therapy using those approaches 2.7-Demonstrate the capacity to integrate holistic client information and assessment outcomes to plan appropriate intervention
ANAT2005-Neuroanatomy (Speech Pathology)	1-Identify the major divisions of the human nervous system 3-Demonstrate understanding of the anatomy and function of neurons and neuroglia 4-Describe the general organisation and function of all major brain regions and their influence on speech, swallowing, hearing and vision 5-Demonstrate an understanding of sensory and motor pathways 6-Describe the cranial nerves, their function(s) and the result of motor and sensory deficits 7-Describe the blood supply to the central nervous system and the importance of collateral circulation 8-Appreciate the relevance of neural abnormalities, their clinical significance, and the types of imaging techniques relevant for the central nervous system

Mapping of Bachelor of Speech Pathology, UQ, Learning Outcomes to the NPS Prescribing Competency Framework (Element Level)	
Subject	Applicable Learning Outcome/s
PHYL2065-Physiology II	<p>Knowledge</p> <p>1.1-Have a working knowledge of the functions and needs of mammalian tissues, organs and systems and how these relate to whole body function</p> <p>1.2-Have an understanding of general and specialised cell physiology of the gastrointestinal, endocrine, sensory &amp; motor nervous systems in health &amp; altered function in disease, and be able to convey this knowledge in a clinical context</p> <p>Practicality</p> <p>2.3-Demonstrate an understanding of methods of data collection and analysis, and developed an ability to evaluate experimental results taking into account the sources and magnitude of experimental variation</p>
SPCH2203-Clinical Practice	5-Demonstrate the application of theoretical knowledge to date in the clinical setting
SPCH2204-Paediatric & Adult Motor Speech Disorders	<p>4-Identify and describe a range of therapy approaches and techniques for the treatment of adult and paediatric motor speech disorders</p> <p>5-Apply clinical reasoning, involving analysis and integration of data, to the development of a treatment program for adults and children with motor speech disorders</p> <p>7-Develop an understanding of the assessment, treatment, and speech pathology sequelae of common diseases of the central and peripheral nervous systems</p>
SPCH2205-Acquired Adult Neurogenic Language Disorders: Differential Diagnosis & Clinical Management	<p>3-Critically analyse and integrate case information in relation to assessment and management of adults with acquired neurogenic communication disorders</p> <p>4-Demonstrate knowledge of a range of therapy approaches and outcome measures required for holistic management of adults with acquired neurogenic communication disorders</p>
SPCH3107-Fluency disorders & Clinical Practice	<p>4-Identify and apply the various approaches and techniques used in the treatment of adults and children with fluency disorders</p> <p>9-Demonstrate competency in either describing or diagnosing the client's communication problem, and in using this information to plan and/or deliver a speech pathology management program</p>
HRSS3200-Evidence-based Practice and Research in Human Sciences	<p>1-Describe the process of evidence-based practice in health sciences</p> <p>3-Describe and discuss considerations for integrating evidence within professional practice</p> <p>6-Describe basic statistical &amp; methodological concepts relevant to EBP</p>
SPCH3200-Children with Special Needs in Communication	4-Design a holistic intervention plan based on case information, assessment results, and service provider's goals, for a child with special needs in communication
SPCH3205-Clinical education IIIB	<p>3-Demonstrate competency in either describing or diagnosing your clients' communication difficulties, and using this information to plan and/or deliver a speech pathology management program</p> <p>5-Demonstrate development of competency in therapeutic intervention with clients within your clinical placement, particularly with respect to problem solving in clinical situations</p>
SPCH3206-Adult & Paediatric Dysphagia & Laryngectomy	1-Know the anatomy, neurology and physiology of the normal stages of swallowing as it applies to both adult and paediatric populations

Mapping of Bachelor of Speech Pathology, UQ, Learning Outcomes to the NPS Prescribing Competency Framework (Element Level)	
Subject	Applicable Learning Outcome/s
	<p>2-Understand the nature of the types of dysphagia associated with certain conditions including: neurological dysphagia, structural dysphagia, paediatric dysphagia, dysphagia associated with intubation, dysphagia due to surgery/radiotherapy</p> <p>3-Know the risk factors and warning signs for dysphagia</p> <p>5-Analyse information in order to evaluate and create the most appropriate holistic management plan for a patient (including referrals to other individuals) and demonstrate competence in clinical decision making in relation to the management of dysphagia</p> <p>7-Understand the major management strategies (compensation, rehabilitation, supplementary feeding) implemented in dysphagia management, and the clinical rationale for each approach and technique</p> <p>12- Apply core knowledge of dysphagia and speech production to the assessment and management of speech and swallowing for patients following treatment for head and neck cancer</p> <p>13- Demonstrate enhanced computer literacy skills through establishing a working knowledge of the internet and library as a source of reference and clinical information</p>
SPCH4105-Clinical Education IV	<p>4-Take a holistic approach to case management, by demonstrating critical thinking and knowledge of contributing factors that may be affecting communication performance</p> <p>5-Demonstrate competency in all aspects of therapeutic intervention, relating to the caseload seen in your clinical placement. Further, for unfamiliar clinical settings, you will be able to problem solve and to describe the process whereby clinical therapeutic competency can be gained</p> <p>6-Demonstrate appropriate in-depth knowledge and be able to integrate practical and theoretical aspects of case management</p>
SPCH4106-Planning, Maintaining & Delivering Speech Pathology Services	5-Demonstrate an understanding of how to consult and coordinate with professional groups and services (including management and senior members of the profession)
SPCH4108-Case Integration	<p>6-Use integrated and interpreted information relevant to the communication and/or swallowing condition to plan evidence-based speech pathology practice</p> <p>7-Critically analyse existing research literature to determine the highest level of evidence supporting assessment and/or case management approaches</p>
SPCH4206-Clinical Management	<p>2-Demonstrate entry level competency in the assessment, description and/or diagnosis, planning and implementation of management of a range of cases in speech pathology</p> <p>5-Independently and competently describe the presenting communication and swallowing features of an adult with a communication and/or swallowing disability and provide a description of and rationale for the management process</p>
<b>Competency Area 3 Shared decision making: Works in partnership with the person to develop and implement a treatment plan</b>	
<b>Element 3.1 Negotiates therapeutic goals with the person</b>	
SPCH4108-Case Integration	8-Plan short and long term goals/outcomes in relation to the client's needs, abilities and cultural background
<b>Element 3.2 Works in partnership with the person and other health professionals to select medicines and to tailor and implement a treatment plan</b>	
SPCH4108-Case Integration	8-Plan short and long term goals/outcomes in relation to the client's needs, abilities and cultural background

Mapping of Bachelor of Speech Pathology, UQ, Learning Outcomes to the NPS Prescribing Competency Framework (Element Level)	
Subject	Applicable Learning Outcome/s
	9-Demonstrate appropriate team work and professional interaction with other "clinicians" in the planning and implementation of management for a client with complex issues
<b>Element 3.3 Develops a review plan tailored to the person's needs</b>	
SPCH3107-Fluency disorders & Clinical Practice	5-Demonstrate how to monitor the efficacy of intervention
<b>Competency Area 4 Co-ordination: Communicates the treatment plan clearly to other health professionals</b>	
<b>Element 4.1 Provides clear instructions to other health professionals who dispense, supply, or administer medicines prescribed for the person</b>	
Unable to identify this element in learning outcomes	
<b>Element 4.2 Provides information about medicines and the treatment plan with the person's consent to other health professionals who provide care to the person</b>	
SPCH2106-Phonological Disorders & Clinical Practice	Clinical Practice 1.7-Demonstrate a working knowledge of how to write progress notes and reports so that accurate records of therapy are maintained
SPCH2203-Clinical Practice	6-Write and maintain clinical records in the appropriate format and style, including reports, clinical files and case load data 7-Demonstrate competency in giving clear and concise reports (both written and verbal) that are appropriate to the intended audience
SPCH3205-Clinical education IIIB	2-Demonstrate competency in giving clear and concise reports, both written and verbal, which are appropriate to the intended audience
SPCH4105-Clinical Education IV	2-Give clear and concise reports (both written and verbal) that are appropriate to the intended audience
SPCH4108-Case Integration	5-Achieve a high level of verbal and written communication for complex multifaceted clinical case studies, including concise and informative case descriptions, clear reporting of assessment analysis and interpretation, and documentation of evidence based case management
<b>Competency Area 5 Monitors and reviews: Monitors and reviews the person's response to treatment</b>	
<b>Element 5.1 Obtains information to assess the person's response to treatment</b>	
Unable to identify this element in learning outcomes	
<b>Element 5.2 Works in partnership with the person and other health professionals to address issues arising from the review</b>	
Unable to identify this element in learning outcomes	

Mapping of Bachelor of Speech Pathology, UQ, Learning Outcomes to the NPS Prescribing Competency Framework (Element Level)	
Subject	Applicable Learning Outcome/s
<b>Competency Area H1 Professional: Practices professionally</b>	
<b>Element H1.1 Practices within the applicable legislative and regulatory frameworks</b>	
SPCH2106-Phonological Disorders & Clinical Practice	Clinical Practice 1.7-Demonstrate a working knowledge of how to write progress notes and reports so that accurate records of therapy are maintained
SPCH2203-Clinical Practice	6-Write and maintain clinical records in the appropriate format and style, including reports, clinical files and case load data
SPCH3206-Adult & Paediatric Dysphagia & Laryngectomy	9-Understand the ethical, legal and quality of life issues surrounding dysphagia assessment and management
SPCH4106-Planning, Maintaining & Delivering Speech Pathology Services	1-Demonstrate an awareness of relevant legislation and service provider's policies and how these impact upon speech pathology practice
SPCH4108-Case Integration	1-Investigate and document a client's communication and/or swallowing condition and explore the primary concerns of the client 5-Achieve a high level of verbal and written communication for complex multifaceted clinical case studies, including concise and informative case descriptions, clear reporting of assessment analysis and interpretation, and documentation of evidence based case management
SPCH4201-Professional Issues in Speech Pathology	1-Understand the legal, ethical, and professional context of speech pathology practice 3-To apply the knowledge of legal and ethical issues to new situations
<b>Element H1.2 Practices according to professional standards, codes of conduct, and within the health professional's own scope of practice</b>	
SPCH1101-Introduction to Speech Pathology Practice	Clinical Practice 1.1 Identify and understand the professional role, ethical principles, multicultural contexts, competencies, and settings relevant to speech pathology practice
SPCH-2104-Assessment and Management of Voice Disorders	6-Outline and distinguish the roles of other professionals in the overall management of adults and children with voice disorders
SPCH2106-Phonological Disorders & Clinical Practice	Clinical Practice 1.9-Understand the ethics of decision making in speech sound therapy planning Lecture Series 2.9-Understand the ethics of decision making in speech sound therapy planning
SPCH2203-Clinical Practice	7-Demonstrate initiative and professional responsibility in the clinical setting 9-Demonstrate an awareness of the role of other professionals and their responsibilities in client management 10-Demonstrate developing competency in reasoning, communication, lifelong learning, and professionalism
SPCH2204-Paediatric & Adult Motor Speech Disorders	6-Outline and distinguish the roles of other professionals in the overall management of adults and children with motor speech disorders



<b>Mapping of Bachelor of Speech Pathology, UQ, Learning Outcomes to the NPS Prescribing Competency Framework (Element Level)</b>	
<b>Subject</b>	<b>Applicable Learning Outcome/s</b>
SPCH3107-Fluency disorders & Clinical Practice	12-Demonstrate the ability to observe an appropriate level of professional, ethical, and social behaviour in the clinical situation
SPCH3200-Children with Special Needs in Communication	5-Explain the role of other members of the management team and their contributions to assessment and management of children with special needs in communication
SPCH3206-Adult & Paediatric Dysphagia & Laryngectomy	8-Know and understand the scope of practice of speech pathologists in both dysphagia assessment and management
SPCH3205-Clinical education IIIB	6- Demonstrate an appropriate level of professional and ethical behaviour within the environment of your block clinical placement. This includes demonstration of appropriate professional responsibility and adherence to the rules and routines of the clinic to which you are rostered 7-Recognise and consider the roles of other professionals in the overall management of clients seen in the clinic
SPCH3206-Adult & Paediatric Dysphagia & Laryngectomy	9-Understand the ethical, legal and quality of life issues surrounding dysphagia assessment and management 10-Understand of the role of other members of the dysphagia management team and their contributions to assessment and management
SPCH4105-Clinical Education IV	8-Demonstrate an understanding of the roles of other professionals and family members/carers in client management 9-Demonstrate an awareness of the organisational structure, and professional and ethical issues relating to the clinic
SPCH4107-Disability Issues & Alternative & Augmentative Communication	3-Describe interdisciplinary and multidisciplinary teamwork in interventions offered to people with communication disabilities across the lifespan including those with mental health conditions
SPCH4201-Professional Issues in Speech Pathology	1-Understand the legal, ethical, and professional context of speech pathology practice 4-To effectively communicate about professional issues to peers
SPCH4202-Transition to Professional Practice	Transition to Professional Practice 1.2-Have knowledge about the professional associations related to speech pathology 1.7-Have knowledge of the principles of interprofessional practice and how they relate to professional practice in speech pathology
SPCH4206-Clinical Management	1-Demonstrate developing competency in relation to clinical reasoning, professional communication, lifelong learning and professionalism 4-Demonstrate awareness and understanding of the role of other professionals in working with clients to achieve functional outcomes
<b>Element H1.3 Practices within the applicable frameworks of the healthcare setting and system</b>	
SPCH4105-Clinical Education IV	9-Demonstrate an awareness of the organisational structure, and professional and ethical issues relating to the clinic
SPCH4106-Planning, Maintaining & Delivering Speech Pathology Services	1-Demonstrate an awareness of relevant legislation and service provider's policies and how these impact upon speech pathology practice

<b>Mapping of Bachelor of Speech Pathology, UQ, Learning Outcomes to the NPS Prescribing Competency Framework (Element Level)</b>	
<b>Subject</b>	<b>Applicable Learning Outcome/s</b>
SPCH4202-Transition to Professional Practice	Community Education 2.4-Describe the components of and implement the quality improvement cycle
<b>Element H1.4 Practices quality use of medicines principles</b>	
Unable to identify this element in learning outcomes	
<b>Element H1.5 Demonstrates a commitment to continual quality improvement of the health professional's own prescribing</b>	
SPCH2203-Clinical Practice	8-Evaluate your own strengths and weaknesses in clinical work 10-Demonstrate developing competency in reasoning, communication, lifelong learning, and professionalism
SPCH3107-Fluency disorders & Clinical Practice	13-Evaluate your own performance through self-reflection and show a steady and gradual progression in your clinical development as well as understanding the role of this clinical course in your development of independent professional skills
SPCH3205-Clinical education IIIB	8-Evaluate your performance and demonstrate a steady and gradual progression in clinical development as well as in understanding the role of this clinical course in the development of life-long learning skills
SPCH4105-Clinical Education IV	5-Demonstrate competency in all aspects of therapeutic intervention, relating to the caseload seen in your clinical placement. Further, for unfamiliar clinical settings, you will be able to problem solve and to describe the process whereby clinical therapeutic competency can be gained
SPCH4202-Transition to Professional Practice	Transition to Professional Practice 1.4-Have knowledge about opportunities for life-long learning in speech pathology
SPCH4206-Clinical Management	1-Demonstrate developing competency in relation to clinical reasoning, professional communication, lifelong learning and professionalism
SPCH4206-Clinical Management	3-Develop entry level competency in planning, maintaining and delivering speech pathology services, undertaking educational projects to the profession and the community and developing professional knowledge
<b>Element H1.6 Addresses the potential for bias in prescribing decisions</b>	
Unable to identify this element in learning outcomes	
<b>Competency Area H2 Communicates: Communicates and collaborates effectively with the person and other health professionals</b>	
<b>Element H2.1 Obtains consent to provide clinical services to the person</b>	
Unable to identify this element in learning outcomes	

<b>Mapping of Bachelor of Speech Pathology, UQ, Learning Outcomes to the NPS Prescribing Competency Framework (Element Level)</b>	
<b>Subject</b>	<b>Applicable Learning Outcome/s</b>
<b>Element H2.2 Acknowledges the person, their family, and carers as integral to care and collaborates to achieve optimal health outcomes</b>	
SPCH4105-Clinical Education IV	8-Demonstrate an understanding of the roles of other professionals and family members/carers in client management
SPCH4108-Case Integration	1-Investigate and document a client's communication and/or swallowing condition and explore the primary concerns of the client
<b>Element H2.3 Respects the person</b>	
SPCH1101-Introduction to Speech Pathology Practice	Clinical Practice 1.1 Identify and understand the professional role, ethical principles, multicultural contexts, competencies, and settings relevant to speech pathology practice
SPCH3107-Fluency disorders & Clinical Practice	12-Demonstrate the ability to observe an appropriate level of professional, ethical, and social behaviour in the clinical situation
SPCH3200-Children with Special Needs in Communication	6-Be aware of your own personal attitudes to disability and the client's role in the family and community 7-Illustrate an understanding of cultural issues related to individuals with disability
<b>Element H2.4 Communicates effectively with the person using appropriate communication skills to enable the safe use of medicines</b>	
SPCH1201-Communication Across the Lifespan	3-Use appropriate communication skills across tasks, contexts, and communication partners.
SPCH2106-Phonological Disorders & Clinical Practice	Clinical Practice 1.1-Demonstrate communication, interpersonal and interviewing skills which are appropriate for clinical practice
SPCH2203-Clinical Practice	10-Demonstrate developing competency in reasoning, communication, lifelong learning, and professionalism
SPCH3107-Fluency disorders & Clinical Practice	6-Demonstrate professional relationships with clients, colleagues and the wider community, and adaptation of communication style for each target audience
SPCH3205-Clinical education IIIB	1-Establish effective communication skills in relationships with clients, colleagues and the wider community. Further, you will be able to vary your communication style such that it is appropriate to the target audience
SPCH4105-Clinical Education IV	1-Demonstrate advanced communication skills evident in relationships with clients, colleagues, and the wider community. Further, you should be able to vary your communication style so that it is appropriate to the target audience
SPCH4206-Clinical Management	1-Demonstrate developing competency in relation to clinical reasoning, professional communication, lifelong learning and professionalism
<b>Element H2.5 Collaborates with other health professionals to achieve optimal health outcomes for the person</b>	
SPCH1201-Communication Across the Lifespan	3-Use appropriate communication skills across tasks, contexts, and communication partners
PHYL2063-Physiology I	Practicality 2.4-Have experienced working cooperatively and effectively communicating within a group
SPCH2106-Phonological Disorders & Clinical Practice	Clinical Practice 1.7-Demonstrate a working knowledge of how to write progress notes and reports so that accurate records of therapy are maintained
PHYL2063-Physiology II	Practicality

Mapping of Bachelor of Speech Pathology, UQ, Learning Outcomes to the NPS Prescribing Competency Framework (Element Level)	
Subject	Applicable Learning Outcome/s
	2.4-Work collaboratively and communicate effectively within a group
SPCH2203-Clinical Practice	1-Interact appropriately with clients, and relatives as well as staff and peers in the clinical setting 6-Write and maintain clinical records in the appropriate format and style, including reports, clinical files and case load data 10-Demonstrate developing competency in reasoning, communication, lifelong learning, and professionalism
SPCH3107-Fluency disorders & Clinical Practice	6-Demonstrate professional relationships with clients, colleagues and the wider community, and adaptation of communication style for each target audience 7-Demonstrate competency in giving clear and concise reports (both written and verbal) that are appropriate to the intended audience
SPCH3205-Clinical education IIIB	1-Establish effective communication skills in relationships with clients, colleagues and the wider community. Further, you will be able to vary your communication style such that it is appropriate to the target audience 2-Demonstrate competency in giving clear and concise reports, both written and verbal, which are appropriate to the intended audience
SPCH4105-Clinical Education IV	1-Demonstrate advanced communication skills evident in relationships with clients, colleagues, and the wider community. Further, you should be able to vary your communication style so that it is appropriate to the target audience 2-Give clear and concise reports (both written and verbal) that are appropriate to the intended audience
SPCH4105-Clinical Education IV	7-Demonstrate team work with other people in the workplace
SPCH4106-Planning, Maintaining & Delivering Speech Pathology Services	5-Demonstrate an understanding of how to consult and coordinate with professional groups and services (including management and senior members of the profession)
SPCH4108-Case Integration	5-Achieve a high level of verbal and written communication for complex multifaceted clinical case studies, including concise and informative case descriptions, clear reporting of assessment analysis and interpretation, and documentation of evidence based case management 9-Demonstrate appropriate team work and professional interaction with other "clinicians" in the planning and implementation of management for a client with complex issues
SPCH4201-Professional Issues in Speech Pathology	4-To effectively communicate about professional issues to peers
SPCH4202-Transition to Professional Practice	Transition to Professional Practice 1.5-Work effectively in teams 1.7-Have knowledge of the principles of interprofessional practice and how they relate to professional practice in speech pathology Community education 2.1-Have developed skills in communicating with professionals in the community 2.3-Work effectively in teams
SPCH4206-Clinical Management	1-Demonstrate developing competency in relation to clinical reasoning, professional communication, lifelong learning and professionalism 4-Demonstrate awareness and understanding of the role of other professionals in working with clients to achieve functional outcomes

**Table A3: Analysis of additional training required to achieve prescribing competence in speech pathologists, dependent on the HPPP model of prescribing**

Prescribing Competency Framework Performance Criteria	Comments	Additional training required for structured prescribing arrangement yes/no	Additional training required for prescribing under supervision yes/no	Additional training for autonomous prescribing yes/no
<b>Competencies not identified in speech pathology standards</b>				
1.2.4 Assesses the person’s risk factors for poor adherence; for example social isolation, physical impairment, cognitive impairment or disturbance, low English proficiency, low health literacy, financial disadvantage.	Speech pathologist may identify risks for non-adherence with speech pathology treatment regimens. Likely to need training to identify problems associated with non-adherence to medicines.	Yes	Yes	Yes
2.2.8 Allows the person time to make an informed decision about their treatment	Likely to be undertaken in actual practice but not identified in standards	No	No	No
3.1.1 Negotiates therapeutic goals that enhance the person’s self-management of their condition	Likely to be undertaken in actual practice but not identified in standards	No	No	No
3.1.2 Ascertains that all parties have a common understanding of the therapeutic goals and how they will be managed	Likely to be undertaken in actual practice but not identified in standards	No	No	No
3.2.5 Obtains approval to use the medicines (where relevant)	Training in PBS, local formularies/restrictions (e.g. List Approved Medicines), local approval processes	No: competence not required	No: competence not required	Yes
3.2.6 Stops or modifies the person’s existing medicines and other management strategies if required	Training in therapeutics, pharmacodynamics, pharmacokinetics, pharmacogenetics, special populations, drug interaction	Yes--appropriate for structured prescribing arrangement	Yes	Yes

Prescribing Competency Framework Performance Criteria	Comments	Additional training required for structured prescribing arrangement yes/no	Additional training required for prescribing under supervision yes/no	Additional training for autonomous prescribing yes/no
3.2.7 Ensures the person understands the treatment plan and how to use the medicine safely and effectively	Training with respect to patient counselling and safe and effective use of medicines	Yes-appropriate for structured prescribing arrangement	Yes	Yes
4.1.1 Prepares prescriptions or medication orders that comply with relevant legislation, guidelines or codes of practice, and organisational policies and procedures	Training with respect to prescribing legislation and policies (e.g. HDPR, National Inpatient Medication Chart, Queensland Health List of Approved Medicines)	Yes	Yes	Yes
4.1.2 Provides accurate and clear <b>verbal</b> medication orders that comply with relevant legislation, guidelines or codes of practice and organisational policies and procedures (where relevant)	Training with respect to prescribing legislation and policies (e.g. HDPR, National Inpatient Medication Chart, Queensland Health List of Approved Medicines)	No: competence not required	Yes	Yes
5.1.3 Obtains additional information to assess whether the therapeutic goals have been achieved by examining the person, requesting investigations, and interpreting the findings (where relevant)	Training in medication monitoring where relevant	Yes	Yes	Yes
5.2.2 Identifies if the person requires a comprehensive medicines review	Likely to require training in recognition of polypharmacy, potential interactions and patient factors that may require medicine modification/advice (e.g. pregnancy)	Yes	Yes	Yes
5.2.5 Organises the next review	Likely to be undertaken in actual practice but not identified in standards	No	No	No
H1.1.1 Demonstrates knowledge of, and complies with, legislation, regulations, and common law	Training in medication legislation (HDPR) and	Yes-appropriate to structured prescribing arrangement	Yes	Yes

Prescribing Competency Framework Performance Criteria	Comments	Additional training required for structured prescribing arrangement yes/no	Additional training required for prescribing under supervision yes/no	Additional training for autonomous prescribing yes/no
applicable to prescribing (as further defined by the knowledge subsection of this competency area)	regulations around speech pathology prescribing			
H1.3.1 Demonstrates knowledge of and complies with national, state and territory, and facility policies and procedures in relation to prescribing	Training in medication procedures and policies, NPS Prescribing Competencies Framework, QUM policy, local formulary restrictions (List of Approved Medicines)	Yes-appropriate to structured prescribing arrangement	Yes	Yes
H1.3.2 Demonstrates appropriate professional judgement when interpreting and applying guidelines and protocols to the person's situation	Training re therapeutic guideline resources and how to apply	Yes -specific education in use of structured prescribing arrangement	Yes	Yes
H1.3.3 Contributes to the improvement of policies and procedures for the judicious, appropriate, safe and effective use of medicines	Unlikely to need specific training for this, but will come with improved medicines knowledge and use of prescribing procedures	No: competence not required	No	No
H1.4.1 Applies quality use of medicines principles when prescribing medicines	Training in therapeutics, pharmacodynamics, pharmacokinetics, pharmacogenetics, special populations, drug interaction, medicines information resources	Yes-appropriate to structured prescribing arrangement	Yes	Yes
H1.4.2 Identifies common causes of medicines errors and adverse events, and implements strategies to reduce the risks of these occurring	Training in therapeutics, medicines information resources, national ADR reporting systems, local policies for medication safety and medication safety incident reporting	Yes-appropriate to structured prescribing arrangement	Yes	Yes

Prescribing Competency Framework Performance Criteria	Comments	Additional training required for structured prescribing arrangement yes/no	Additional training required for prescribing under supervision yes/no	Additional training for autonomous prescribing yes/no
H1.4.3 Demonstrates knowledge of the medicines commonly prescribed	Training in therapeutics	Yes-appropriate to structured prescribing arrangement	Yes	Yes
H1.4.4 Critically evaluates information about medicines and makes evidence-based decisions about medicines in the health professional's own practice	Training in therapeutics, medicines information resources, principles of evidence-based prescribing	No: competence not required	Yes	Yes
H2.2.2 Explores and responds appropriately to the person's concerns and expectations regarding: <ul style="list-style-type: none"> <li>the consultation</li> <li>their health</li> <li>their own role and that of health professionals in managing their health</li> <li>the health professional's scope of practice</li> <li>the use of medicines and other treatments to maintain their health</li> </ul>	Majority of competence likely to be undertaken in actual practice but not identified in standards. May require additional training around communication regarding use of medicines	Yes	Yes	Yes
H2.4.2 Considers the potential issue of perceived power differences between the health professional and the person	Likely to be undertaken in actual practice but not identified in standards	No	No	No
H2.4.4 Ascertains that the information provided has been received and understood correctly	Likely to be undertaken in actual practice but not identified in standards	No	No	No
H2.5.2 Confirms that their own understanding of information provided by other health professionals is correct	Likely to be undertaken in actual practice but not identified in standards	No	No	No
H2.5.3 Responds appropriately to communication initiated by other health professionals	Likely to be undertaken in actual practice but not identified in standards	No	No	No
<b>Competencies partly identified in speech pathology standards</b>				



Prescribing Competency Framework Performance Criteria	Comments	Additional training required for structured prescribing arrangement yes/no	Additional training required for prescribing under supervision yes/no	Additional training for autonomous prescribing yes/no
1.2.2 Reviews and interprets information in the person's health records	Likely to be undertaken in actual practice but not identified in standards	No	No	No
1.2.3 Obtains relevant information from the person about their medicines, and their medical and clinical history, including their co-existing conditions, treatments, alcohol and substance use, allergies and social context	Not all elements of history captured in standards. Likely to need medication history and allergy training	Yes	Yes	Yes
2.1.1 Recognises when it is clinically appropriate not to intervene; for example, in cases where the signs and symptoms are likely to resolve without treatment	Likely to be undertaken in actual practice but not identified in standards	No	No	No
2.2.1 Integrates knowledge of pharmacology, other biomedical sciences, clinical medicine, and therapeutics and identifies medicines suitable for treating the condition	Training in therapeutics	No: competence not required	Yes	Yes
2.2.2 Obtains, interprets, and applies current evidence and information about medicines to inform decisions about incorporating medicines into the person's treatment plan	Training in medicine information resources and interpretation of such information	No: competence not required	Yes	Yes
2.2.3 Identifies medicines options that are likely to provide therapeutically effective and safe treatment and tailors them for the person	Training in therapeutics, pharmacodynamics, pharmacokinetics, pharmacogenetics, special populations, drug interaction	No: competence not required	Yes	Yes
2.2.4 Considers the cost and affordability of the medicines to the person	Training in PBS, medicine costs	No: competence not required	Yes	Yes

Prescribing Competency Framework Performance Criteria	Comments	Additional training required for structured prescribing arrangement yes/no	Additional training required for prescribing under supervision yes/no	Additional training for autonomous prescribing yes/no
2.2.5 Considers the implications to the wider community of using a particular medicine to treat the person	Training in antibiotic resistance, generic medicines, consideration of suitable cheaper options	No: competence not required	Yes	Yes
2.2.6 Discusses the treatment options and medicines with the person, considering: the priorities for treating their current condition and co-existing conditions; their readiness to address the current condition; their expectations of treatment	Speech pathologist likely to discuss treatment options in practice but will need additional training round medicine options and discussion with patient	Yes	Yes	Yes
3.2.1 Explores the person's opinions and preferences concerning medicines and the treatment plan	Training re discussing medication management with the patient	No: competence not required	Yes	Yes
3.2.2 Consults other health professionals about potential medicines and the treatment plan	Consultation likely to be undertaken in actual practice but not identified in standards Will likely need additional training regarding medicines and where they may be included in treatment plan and when to consult other health professionals	Yes	Yes	Yes
3.2.3 Reaches agreement with the person about medicines to be used to treat their condition	May need additional training round medicine options and discussion with patient	No: competence not required	Yes	Yes
5.1.2 Discusses with the person and other health professionals, their: <ul style="list-style-type: none"> <li>• experience with implementing the treatment plan</li> <li>• adherence, including any issues arising and possible ways to improve adherence</li> <li>• perception or observation of the medicines' benefits and adverse effects</li> </ul>	Treatment review likely to be undertaken in actual practice but not identified in standards. Training with respect to review of medicines likely to be required e.g. adherence assessment, measures of	Yes-appropriate to structured prescribing arrangement	Yes	Yes

Prescribing Competency Framework Performance Criteria	Comments	Additional training required for structured prescribing arrangement yes/no	Additional training required for prescribing under supervision yes/no	Additional training for autonomous prescribing yes/no
<ul style="list-style-type: none"> <li>assessment of whether the therapeutic goals have been achieved</li> </ul>	therapeutic benefit, identification of potential side effects			
5.1.4 Synthesises information provided by the person, other health professionals, and from clinical examinations and investigations to determine whether: <ul style="list-style-type: none"> <li>the therapeutic goals have been achieved</li> <li>treatment should be stopped, modified or continued</li> <li>the person should be referred to another health professional</li> </ul>	Training with respect to medicine monitoring (interpretation of investigations/examinations), amendment of medicine regimen and when to refer	Yes	Yes	Yes
H1.1.2 Maintains accurate and complete records of: <ul style="list-style-type: none"> <li>the consultation</li> <li>clinical examinations and investigation results</li> <li>risk factors for medicines misadventure</li> <li>the person's decision to decline treatment (where relevant)</li> <li>changes to the person's medicines management plan, including the rationale behind these changes</li> <li>the review plan, recommendations, and date for next review</li> <li>outcomes of treatment</li> </ul>	Training in recording of medication management	Yes	Yes	Yes
H1.2.3 Demonstrates respect for the scope of practice of other health professionals and their contribution within a collaborative care model, particularly that of the person's main healthcare provider	Likely to be undertaken in actual practice but not identified in standards	No	No	No
H1.5.1 Engages in ongoing professional development and education to improve prescribing practices	Will be covered by current CPD statements once prescribing is in scope of practice	No	No	No

Prescribing Competency Framework Performance Criteria	Comments	Additional training required for structured prescribing arrangement yes/no	Additional training required for prescribing under supervision yes/no	Additional training for autonomous prescribing yes/no
H1.6.1 Implements strategies to address influences that may bias prescribing decisions, including: <ul style="list-style-type: none"> <li>• Marketing influences</li> <li>• Possible personal, professional or financial gain</li> <li>• Conflicts of interest</li> <li>• The health professional’s own beliefs, values, and experiences</li> </ul>	Current education and training will not cover principles relating to prescribing. Training in ethical principles to the practice of prescribing, strategies to address influences that may bias prescribing	No: competence not required	Yes	Yes
H2.1.1 Adheres to legislative and workplace requirements for obtaining and recording consent for: <ul style="list-style-type: none"> <li>• accessing health records</li> <li>• obtaining information from, and providing information to, other health professionals</li> <li>• conducting a clinical examination</li> <li>• providing clinical services</li> <li>• the potential benefits and harms of treatment</li> <li>• the financial aspects of the treatment</li> </ul>	Likely to be undertaken in actual practice but not identified fully in standards. May need additional training with respect to potential benefits and harms of treatment	Yes	Yes	Yes