**NZSTA REGISTERED MEMBER RETURN TO PRACTICE FRAMEWORK**

**GUIDE FOR TRANSITION TO FULL MEMBERSHIP**

**Portfolio Summary Table (Template)**

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| **Competencies to be maintained within the workplace context** | **Learning goal and action plan within current clinical setting** | **Evidence provided to supervisor** | **Date  completed (sign-off)** |
| UNIT 1: ASSESSMENT |  |  |  |
| ***Elements:*** |  |  |  |
| * 1. Investigate and document the client’s communication and/or swallowing condition and explore the client’s primary concerns. | Click here to enter text | Click here to enter text | Click here to enter date |
| 1.2 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. |  |  |  |
| 1.3 Administer speech pathology assessment relevant to the communication and/or swallowing condition. |  |  |  |
| 1.4 Undertake assessment within the profession’s ethical guidelines and all relevant legislation and legal constraints, including medico-legal responsibilities. |  |  |  |
| UNIT 2: ANALYSIS AND INTERPRETATION |  |  |  |
| ***Elements:*** |  |  |  |
| 2.1 Analyse and interpret speech pathology assessment data.  2.2 Identify gaps in information required to understand the client’s communication and swallowing issues and seek information to fill those gaps.  2.3 Determine the basis for or diagnosis of the communication and/or swallowing condition and determine the possible outcomes.  2.4 Report on analysis and interpretation.  2.5 Provide feedback on results of interpreted speech pathology assessments to the client and/or significant others and referral sources, and discuss management. |  |  |  |
| UNIT 3: PLANNING EVIDENCE-BASED SPEECH PATHOLOGY PRACTICE |  |  |  |
| ***Elements:*** |  |  |  |
| 3.1 Use integrated and interpreted information (outlined in Unit 2) relevant to the communication and/or swallowing condition and/or the service provider’s policies and priorities to plan evidence-based speech pathology practice.  3.2 Seek additional information required to plan evidence-based speech pathology practice.  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.  3.4 Establish goals for intervention in collaboration with the client and significant others.  3.5 Select an evidence-based speech pathology approach or intervention in collaboration with the client and significant others.  3.6 Define roles and responsibilities for the management of the client’s swallowing and/ or communication condition.  3.7 Document speech pathology intervention plans, goals and outcome measurement. |  |  |  |

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| UNIT 4: IMPLEMENTATION OF SPEECH PATHOLOGY PRACTICE |  |  |  |
| ***Elements:*** |  |  |  |
| 4.1 Establish rapport and facilitate participation in speech pathology intervention.  4.2 Implement an evidence-based speech pathology intervention according to the information obtained from speech pathology assessment, interpretation and planning (see Units 1, 2, and 3).  4.3 Undertake continuing evaluation of speech pathology intervention and modify as necessary.  4.4 Document progress and changes in the speech pathology intervention, including outcomes, decisions and discharge plans.  4.5 Identify the scope and nature of speech pathology practice in a range of community and work place contexts.  4.6 Undertake preventative, educational and/or promotional projects or programs on speech pathology and other related topics as part of a team with other professionals. |  |  |  |
| UNIT 5: Planning, providing and managing speech pathology services |  |  |  |
| ***Elements:*** |  |  |  |
| 5.1 Respond to service provider’s policies.  5.2 Use and maintain an efficient information management system.  5.3 Manage own provision of speech pathology services and workload.  5.4 Update, acquire and/or develop resources.  5.5 Consult and coordinate with professional groups and services.  5.6 Adhere to professionally accepted scientific principles in work practices.  5.7 Collaborate in research initiated and/or supported by others.  5.8 Participate in and collaborate on the evaluation of speech pathology services. |  |  |  |
| UNIT 6: PROFESSIONAL AND SUPERVISORY PRACTICE |  |  |  |
| ***Elements:*** |  |  |  |
| 6.1. Develop, contribute to, and maintain professional and team-based relationships in practice contexts.  6.2 Demonstrate an understanding of the principles and practices of supervision applied to allied health/teaching assistants and in parent/caregiver education programs.  6.3 Demonstrate an understanding of the principles and practices of clinical education. |  |  |  |
| UNIT 7: LIFELONG LEARNING AND REFLECTIVE PRACTICE |  |  |  |
| ***Elements:*** |  |  |  |
| 7.1 Uphold the NZSTA Code of Ethics and work within all the relevant legislation and legal constraints, including medico-legal responsibilities.  7.2 Participate in professional development and continually reflect on practice.  7.3 Demonstrate an awareness of formal and informal networks for professional development and support.  7.4 Advocate for self, client and the speech pathology profession. |  |  |  |

**Approval of learning goals: Achievement of learning goals:**

Signature of Supervisor Signature of supervisor

Signature of Supervisee Signature of Supervisee

Date Date