

Australasian College of Podiatric Surgeons



Competency Standards

January 2010

Introduction

The competency standards for Fellows of the Australasian College of Podiatric Surgeons (ACPS) as specialist podiatric practitioners are built upon the core competencies for podiatrist as published by the Australian and New Zealand Podiatrists Accreditation Council (ANZPAC) <http://www.anzpac.org.au/pdf/PodiatryCompetencies.pdf>

In developing these competencies the ACPS has considered and incorporated competency standards published by organisations which define competency in other specialist areas of health care:

- Royal Australasian College of Surgeons:
<http://www.surgeons.org/Content/NavigationMenu/EducationandTraining/Training/Standardsandprotocols/Competencies1.htm>
- Australian Nursing and Midwifery Council:
http://www.anmc.org.au/userfiles/file/competency_standards/Competency%20Standards%20for%20the%20Nurse%20Practitioner.pdf
- The Royal Australian and New Zealand College of Obstetricians and Gynaecologists:
<http://www.ranzcog.edu.au/publications/pdfs/education/Curriculum.pdf>

The training Program of the ACPS is designed to ensure that these competencies are met prior to a podiatrist beginning independent practice as a specialist podiatric surgeon in Australia. The ACPS continuing professional development Program and training syllabus provide additional resource.

Additionally these standards provide podiatric surgeons with a framework for self assessment of competence and they may also be used by external groups or individuals to assess the individual performance of podiatric surgeons against a national benchmark.

Competency Standards

The ACPS has identified three standards with a total of nine competencies to inform these standards. The competencies are associated with specific performance indicators. The three standards are:

1. Dynamic practice that incorporates application of high-level knowledge and skills across a range of stable, unpredictable and complex situations.
2. Professional efficacy whereby practice is structured in a podiatry model and enhanced by autonomy and accountability

3. Clinical leadership that influences and progresses clinical care, policy and collaboration through all levels of health service

Performance indicators should be able to be demonstrated through clinical skills, patient care, and professional judgement across the following domains:

- **Cognitive** (acquisition and use of knowledge to recognise and solve real-life problems),
- **Integrative** (appraisal of investigative data against patient needs in clinical reasoning to manage complexity and uncertainty, application of scientific knowledge in practice),
- **Psychomotor** (procedural knowledge, technical skill, manual dexterity, and adaptability),
- **Relational** (the ability to communicate effectively, accountability, work with a team, consultative, resolving), and
- **Affective/Moral** (self-awareness, ethical, critically reflective, responsible, healthy, safe).

Competency Framework

Standard 1

Dynamic practice that incorporates application of high-level knowledge and skills across stable, unpredictable and complex situations.

Competency 1.1

Podiatric Medical Expertise

Performance indicators:

- Establish and maintain clinical knowledge, skills and attitudes appropriate to podiatric surgical practice to include the following
 - Basic sciences
 - Pre-operative, intra-operative and post-operative care and assessment
 - Apply clinical knowledge in practice to recognise and solve real-life problems in particular, the treatment of pain

Competency 1.2

Clinical decision making

Performance indicators:

- Provide compassionate patient-centred care
 - Recognise the symptoms of, accurately diagnose, and manage common problems within podiatric expertise
 - Manage patients in ways that demonstrate sensitivity to their physical, social, cultural, and psychological needs
 - Use preventative and therapeutic interventions effectively
 - Recognise the most common foot and ankle disorders and differentiate those not amenable to surgical treatment
 - Effectively manage the podiatric care of patients with foot and ankle trauma
 - Manage complexity and uncertainty
 - Effectively manage complications
 - Plan, and where necessary implement, a risk management plan
- Perform a complete and appropriate assessment of a patient
 - Take a history and perform an examination
 - Arrive at a well-reasoned differential diagnosis
 - Efficiently and effectively examine the patient
- Organise diagnostic testing, imaging and consultation as appropriate
 - Select medically appropriate investigative tools and monitoring techniques in a cost-effective, and useful manner
 - Communicate effectively with colleagues for collaborative patient management
- Appraise and interpret radiographic investigations against patient's needs including
 - plain radiographs
 - ultrasound
 - angiography
 - CT
 - MRI
 - Scintigraphy
- Critically evaluate the advantages and disadvantages of different investigative modalities

Competency 1.3

Technical expertise

Performance indicators:

- Safely and effectively perform appropriate surgical procedures
 - Consistently demonstrate sound surgical skills
 - Demonstrate procedural knowledge and technical skill at a level consistent with that of peers
 - Demonstrate manual dexterity required to carry out procedures
 - Adapt skills in the context of each patient and each procedure
 - Maintain and refine existing skill, learn new skills
 - Approach and carry out procedures with due attention to safety of patient, self, and others
 - Analyse own clinical performance as a component of continuous improvement

Standard Two

Professional efficacy whereby practice is structured in a podiatry model and enhanced by autonomy and accountability

Competency 2.1

Professionalism

Performance indicators:

- Demonstrate a commitment to patients, profession, and community through ethical practice
 - Consistently apply ethical principles
 - Recognise and respond appropriately to ethical issues encountered in practice
 - Acknowledge their own limitations
 - Accepts accountability for own decisions and actions
 - Maintain appropriate relations with patients
 - Maintain appropriate relations with colleagues
 - Manage patients in a culturally appropriate manner
- Recognise medico-legal issues
 - Identify ethical expectations that impinge on the most common medico-legal issues
 - Recognise the principles and limits of patient confidentiality
 - Apply appropriate national / state regulations
- Demonstrate a commitment to patients, profession, and community through participation in profession-led regulation
 - Employ a critically reflective approach to practice
 - Acknowledge and learn from mistakes

- Participate in peer review
- Manage medical indemnity and risk
 - Appropriately manage conflicts of interest
 - Explain the standards of informed consent
 - Summarise key issues in relation to professional liability and negligence

Competency 2.2

Collaboration

Performance indicators:

- Understand and implement multidisciplinary approach to health care
 - Collaborate with other health professionals in the selection and use of various types of treatments assessing and weighing the indications and contraindications.
 - Effectively work with other health professionals to minimise interprofessional conflict and maximise patient care
 - Recognise limits in scope of practice and or personal expertise and refer appropriately
 - Demonstrate a respectful attitude towards other colleagues and members of interprofessional teams
 - Where indicated develop a care plan for a patient in collaboration with members of an interdisciplinary team
 - Recognise the need to refer patients to other professionals
 - Initiate the resolution of misunderstandings or disputes

Competency 2.3

Communication

Performance indicators:

- Develop rapport, trust and ethical therapeutic relationships with patients and families
 - Establish positive therapeutic relationships with patients and their families
 - Respect patients' confidentiality, privacy and autonomy
- Respect patient diversity and difference (including gender, age, religion, culture, ...)
- Accurately elicit and synthesise relevant information from patients, families, colleagues and other professionals
 - Gather information about a health condition and also about a patient's beliefs, concerns, expectations and illness experience
 - Identify when a patient is likely to interpret information as bad news and adjust their communication accordingly

- Accurately convey relevant information and explanations to patients and families, colleagues and other professionals
 - Communicate information to patients (and their family) about procedures, potentialities, and risks associated with surgery in ways that encourage their participation in informed decision making
 - Communicate with the patient (and their family) the treatment options, potentials, complications, and risks associated with the use of drugs
 - Appropriately adjust the way they communicate with patients to accommodate cultural and linguistic differences
- Develop a common understanding (with patients, families, colleagues and other professionals) on issues, problems and plans
 - Discuss relevant information with patients (and their family) in ways that encourage their participation in informed decision making
 - Encourage patients to discuss and question
 - Effectively identify and explore problems to be addressed from a patient encounter

Standard Three

Clinical leadership that influences and progresses clinical care, through education, collaboration and awareness of health policy.

Competency 3.1

Scholarship and Teaching

Performance indicators:

- Maintain, expand and disseminate knowledge
 - Access and interpret relevant evidence
 - Integrate new learning into practice
 - Evaluate any change in practice standards
- Critically evaluate medical information and its sources, and apply appropriately to practice decisions
 - Draw on different kinds of knowledge in order to weigh up patients' problems in terms of context, issues, needs and consequences
 - Describe the principles of critical appraisal
 - Critically appraise new trends in surgery
- Facilitate the learning of patients, families, registrars, other health professionals, and the community
 - Collaboratively identify the learning needs and desired learning outcomes of others
 - Describe principles of learning relevant to podiatric education
 - Develop teaching skills and facilitate student learning
 - Provide effective feedback
- Contribute to the development, dissemination, application, and translation of new knowledge and practices
 - Select and apply appropriate methods to address a research question

- Describe the principles of research ethics
- Conduct a systematic search for evidence

Competency 3.2

Health Advocacy and Leadership

Performance indicators:

- Identify and respond to individual patient health needs
- Promote health maintenance of patients
- Respond to the health needs of the community
 - Describe the health needs in the practice communities that they serve
 - Identify opportunities for advocacy and health promotion and respond appropriately
 - Identify the determinants of health in the populations including barriers to access to care and resources
 - Identify vulnerable or marginalised populations and respond appropriately
- Promote health maintenance of colleagues
 - Describe the ethical and professional issues inherent to working in teams
- Look after own health
 - Take responsibility to ensure that, optimal level of performance when on duty, or on call
- Advocate for improvements in health care
 - Identify points of influence in the health care system and its structures
 - Advocate for improved resources and effectively utilize resources.

Competency 3.3

Management

Performance indicators:

- Apportion set healthcare resources acceptably
 - Efficient and productive use of resources to maintain patient care standards and systemic requirements
 - Relate a broad range of information to systemically allocate needs and requests
 - Recognize and make distinction between immediate systemic requirements and individual patient requirements.
- Manage and lead clinical teams
 - Is considerate of the diverse knowledge bases and skill sets which figure in the effective functioning of a clinical team
 - Interconnect with and manage surgical teams to develop a surgical environment which is conducive to optimal patient outcomes
- Manage their practice and career effectively
 - Appropriate apportioning of time management skill sets
 - Maintain patient records which are precise and truthful, and current.
 - Self management of career, own wellbeing, and other responsibilities
- Serve in administration and leadership roles, as appropriate
 - Organise and deliver processes required for effective health care distribution (surgical team schedules, ...)
 - Partake and preside over committees, meetings (etc), professionally and competently.