



Allied Health Leadership and Advancing Practice Framework Assessment Pack





Prepared by the Australian Healthcare and Hospitals Association (AHHA)

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Context

Queensland Health requires an efficient, effective, and sustainable model of training for the current and future allied health workforce to meet the needs of health services, across a range of clinical areas. To achieve this, the development, implementation, and evaluation of a professional development framework (*Allied Health Leadership and Advancing Practice Framework*) is being pursued.

The development of the framework was a multi-year initiative, with the first stage of this project aiming to develop a training model for the non-clinical skills allied health professionals are expected to possess to advance in their clinical services. The second stage of the project entailed the development of a process to incorporate service-specific clinical skills into the framework.



The Framework

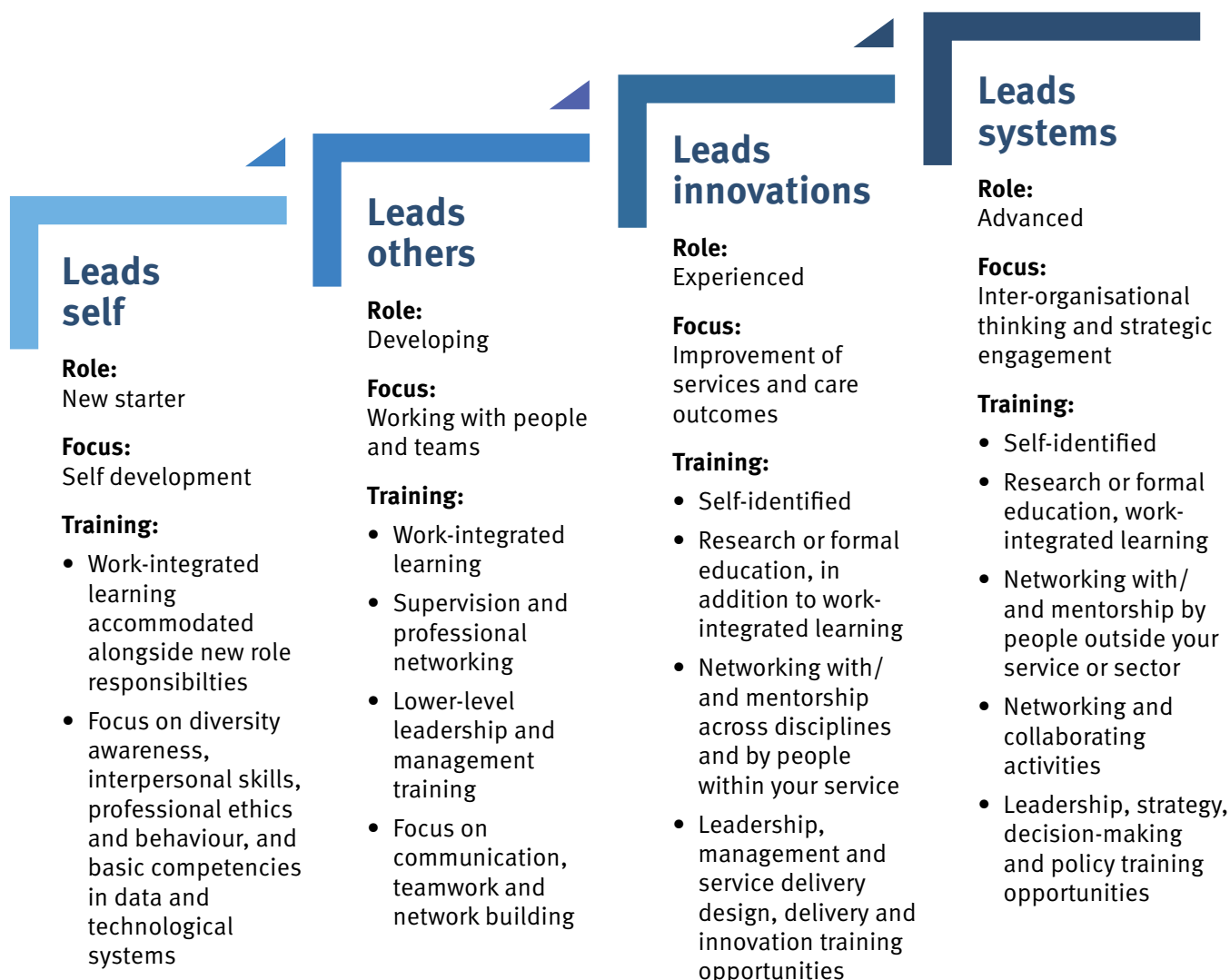
The *Allied Health Leadership and Advancing Practice Framework* (the Framework) has been designed to address the training and development needs, particularly for more high-volume clinical services. To achieve this, the Framework will:

1. provide a scaffolding to integrate non-clinical and clinical skill, ability and knowledge requirements for identified allied health clinical services
2. assist clinicians to reflect on their skill capability areas as they expand their sphere of influence within their practice
3. assist managers to consider whole of team development requirements to ensure service sustainability
4. address services needs through directing clinicians towards developing the skills needed to advance leadership skills and the quality of their practice.

The four core stages of the Framework progress according to the model of expanding spheres of influence and leadership, shown in figure 1. This reflects that as allied health professionals develop expertise, experience and capacity to contribute to health care, their sphere of influence expands too.

Each stage of the Framework builds upon the previous stage(s). The stages are not aligned to health practitioner (HP) levels, recognising that professionals do not need to be in a high-level role to progress through the Framework.

Figure 1. Milestone progression and development behaviours



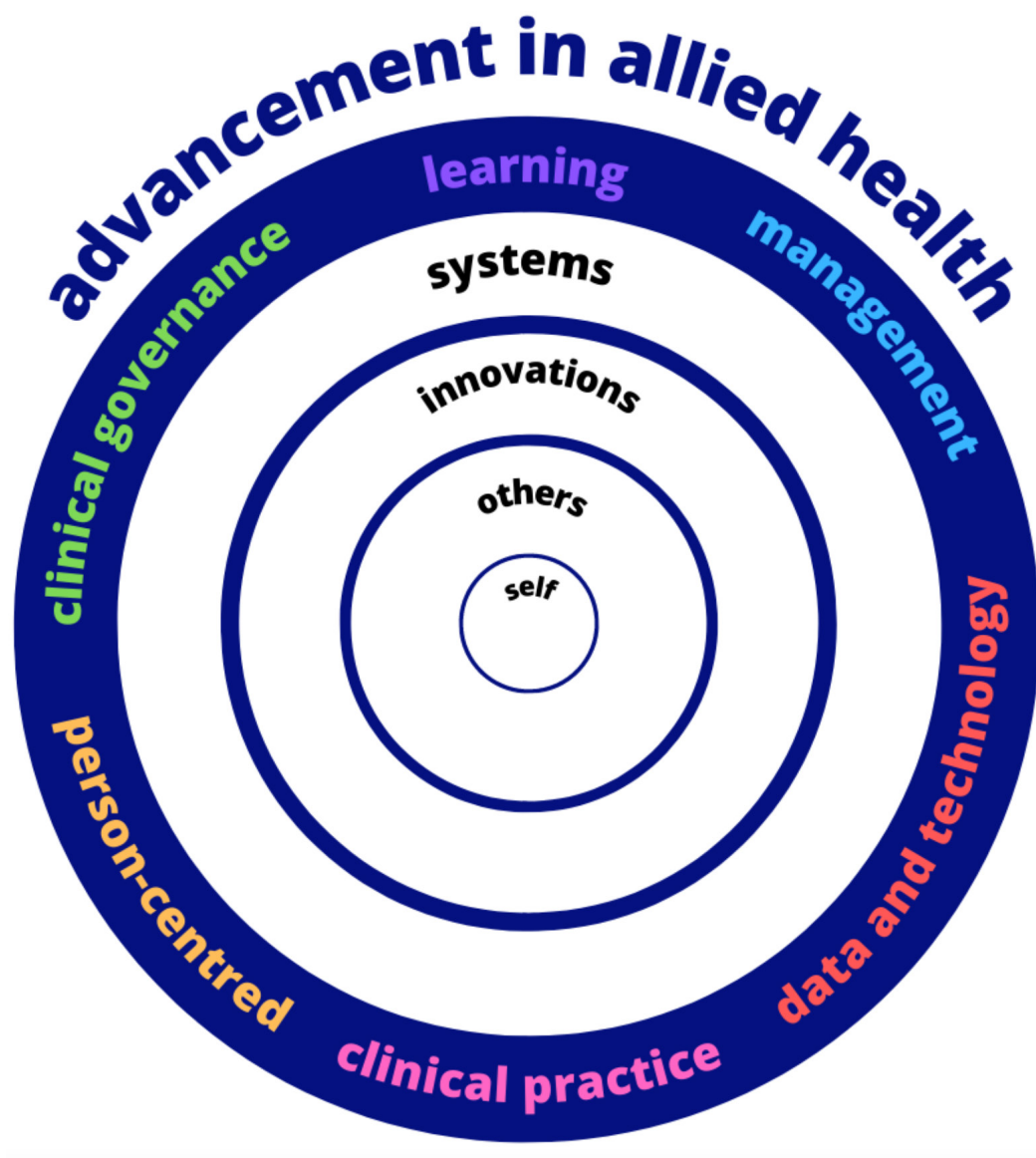
To determine what your capability strengths are and what areas you need to develop to progress through the Framework, you will be assessed across six target domains:

1. Clinical practice
2. Person-centred
3. Management
4. Learning
5. Clinical governance
6. Data and technology

Each of the domains contain a skills matrix which identifies the competencies that would be expected for a health professional operating within a particular framework stage.

The Capability Compass (refer to Figure 2 below) symbolically reflects how the six domain areas align with the four stages of the Framework. The flexible design allows for the development of a multi-dimensional training approach, that identifies suitable training options according to the stages and domains that are relevant to each health professional.

Figure 2. Capability compass



Instructions

1. To determine what stage of the Framework you are positioned within, complete the 'Framework Assessment Tree' (page 7).
2. Based on your identified Framework stage, open the Assessment Tool (Excel document). Paper-based versions are available for printing on pages 11-14.
3. Within the Assessment Tool:
 - a. Complete the 'Reflection' form that corresponds to the stage of the Framework identified in the Framework Assessment Tree.
 - i. If after completing the questions, you think you should be in a different framework stage, you may change to a different stage with consent from your supervisor.
 - ii. If you think you are at a different stage for one or more domains than you are for the other domains, speak to your supervisor about whether you can be assessed at different stages of the Framework (maximum of two recommended). If approved, you will need to complete reflection questions over two different sheets of the Assessment Tool (e.g., 3 domains in 'Leads self' and 2 domains in 'Leads others').
 - b. Plot your position on the Capability Compass via the 'Capability compass exercise' (pages 15-16) using the average scores for each domain.
 - c. Discuss your reflection responses and capability compass results with your supervisor. Consider and discuss your strengths, identify areas for improvement and potential opportunities for training and development.
 - d. Record the opportunities for professional development in the 'Work-Integrated Learning Plan' (page 15).



Framework assessment tree

Use the decision tree below to identify at which stage you should begin the Framework.



Appendix A – Paper-based assessment

The following section of this document provides a paper-based version of the self-assessment Excel workbooks for those unable to complete the assessments online.

Reflection

On the following pages, identify the appropriate reflection questions based on your framework stage (identified using the decision tree above).

To determine what your capability strengths are and what areas you need to develop to progress through the Framework, this assessment asks you to reflect on six target domains (see page 10).

The assessment is accessible via a digital copy (see accompanying self-assessment Excel spreadsheets) or hardcopy via the below pages of this document.

Answer each question with a score of 1 to 5 using the table below as a guide. Your average score will be used to map your position in the capability compass exercise (step three). Discuss with your supervisor – get feedback and set development goals.

Rating	Description	Choose this rating if...
1	Disagree	I am inexperienced in demonstrating this
2	Somewhat disagree	I have demonstrated this one or twice, but need to get better
3	Neutral	I have demonstrated this competently, but need more experience
4	Somewhat agree	I demonstrate this most of the time
5	Agree	I always demonstrate this competently and effectively

The Domains

Clinical practice

This domain encompasses the clinical knowledge, skills, and abilities for advanced clinical practice in generalist and focussed clinical contexts, as well as profession-specific situations and situations relating to specific client groups or geographical settings.

Person-centred

Person-centredness is a distinct dimension of high-quality health care. It involves 'seeking out, and understanding what is important to the patient, fostering trust, establishing mutual respect and working together to share decisions and plan care'.¹ In the Australian universal health care system, considerations of equity and public value highlight the need to embed community and population health in all person-centred approaches.

Management

Management is an essential skill in all workplaces. This capability empowers health professionals to effectively plan, coordinate, control, decide and direct appropriate resources to achieve outcomes.

Learning

Learning refers to the acquisition of skills, knowledge, and experience. Learning can occur through formal education, but also occurs through the pursuit of research endeavours and through informal knowledge sharing initiatives (e.g., mentoring programs). The capability and commitment to sharing knowledge with other health professionals is pivotal to creating a productive learning culture.

Clinical governance

Clinical governance entails the processes, guidelines and actions that create clinical leadership and accountability focused on delivering safe and quality driven health care. Successful clinical governance achieves high quality health outcomes, practice improvement, and safe and effective services. By considering clinical governance in practice, health professionals can empower people to participate in the management of their own health and contribute to service design. They can also employ risk management processes to identify and design practice improvements, thereby meeting necessary legislative requirements and regulatory standards.

Data and technology

The adaptability and openness of health professionals to new and emerging technologies, and the capability of health professionals to understand new data and information, is critical to the resilience of the health system. Digital technologies and data utilisation are increasingly important to the way we work and can provide the tools needed to improve health outcomes for people and communities. The use of data in the consultation room and digital technologies in rural and remote areas, are two ways in which data can inform care pathways and make a positive difference.

1. Australian Commission on Safety and Quality and Health Care (2011), Patientcentred care: Improving quality and safety through partnerships and consumers, viewed online at https://www.safetyandquality.gov.au/sites/default/files/migrated/PCC_paper_August.pdf

Leads self

Reflection on leading 'self'							Average score	Supervisor notes
Clinical practice	1.1 I demonstrate a general knowledge of all service-specific clinical areas/disciplines and treatment options.	1	2	3	4	5		
	1.2 I interpret assessment results and formulate a diagnosis informed by clinical reasoning, evidence, and client/patient and service needs	1	2	3	4	5		
	1.3 I use a range of methods and tools informed by theory and evidence to conduct comprehensive assessments of clients with complex needs or within complex situations	1	2	3	4	5		
	1.4 I demonstrate clinical reasoning and use evidence to formulate an individualised intervention plan, including referring to other health providers as appropriate	1	2	3	4	5		
Person-centred	2.1 I am dedicated to understanding the needs, values, expectations, and contexts of my patients and my community	1	2	3	4	5		
	2.2 I recognise and address my own biases	1	2	3	4	5		
	2.3 I behave ethically, responsively, and respectfully to all people	1	2	3	4	5		
Management	3.1 I demonstrate management skills and knowledge	1	2	3	4	5		
	3.2 I review, analyse, and actively improve my performance	1	2	3	4	5		
	3.3 I seek out opportunities to develop management capabilities, including opportunities to manage projects, tasks, or people	1	2	3	4	5		
Learning	4.1 I frequently reflect on my skills and knowledge gaps	1	2	3	4	5		
	4.2 I consistently seek out learning and development opportunities	1	2	3	4	5		
	4.3 I demonstrate knowledge of relevant current research, an ability to undertake research and to critically evaluate information.	1	2	3	4	5		
Clinical governance	5.1 I understand and uphold safety and quality practices, and relevant current national and international guidelines	1	2	3	4	5		
	5.2 I recognise when I'm accountable and responsible for decision-making, particularly when things go wrong	1	2	3	4	5		
	5.3 I actively promote and contribute to a culture of safety and quality of care	1	2	3	4	5		
Data and technology	6.1 I understand, utilise, and manage data and technology in the workplace	1	2	3	4	5		
	6.2 I apply data and digital literacy to improve my personal work practices	1	2	3	4	5		
	6.3 I engage with training and development to improve my digital and data literacy	1	2	3	4	5		

Leads others

Reflection on leading 'others'							Average score	Supervisor notes
Clinical practice	1.1 I can recognise the need for, and requests/refers for, investigations and/or assessments, as appropriate and adhering to local policies	1	2	3	4	5		
	1.2 I communicate effectively and compassionately with patients and carers through all stages of their care journey, making sure they feel empowered and in control of their care options	1	2	3	4	5		
	1.3 I seek to promote new and emerging knowledge and evidence on clinical practice amongst my colleagues and engage with others to improve their level of clinical practice knowledge	1	2	3	4	5		
	1.4 I monitor the effectiveness of management plans and treatments, making changes or referring to other health providers as appropriate	1	2	3	4	5		
Person-centred	2.1 I treat all people with dignity and respect, and inspire others to do the same	1	2	3	4	5		
	2.2 I adapt communication style and messaging to effectively communicate with my audience	1	2	3	4	5		
	2.3 I lead and support others to identify the shared needs of patient groups	1	2	3	4	5		
Management	3.1 I maintain positive relationships with colleagues, patients, and other stakeholders	1	2	3	4	5		
	3.2 I communicate effectively with senior leaders about concerns or identified service issues	1	2	3	4	5		
	3.3 I support my colleagues to meet their service or management objectives	1	2	3	4	5		
Learning	4.1 I seek feedback from others to identify my development needs	1	2	3	4	5		
	4.2 I participate in knowledge sharing, mentoring or supervision initiatives	1	2	3	4	5		
	4.3 I offer appropriate education and advice in relation to clinical and service practices to colleagues, other professionals, and patients.	1	2	3	4	5		
Clinical governance	5.1 I know where and know to seek advice and information from others on safety and quality practices	1	2	3	4	5		
	5.2 I partner with patients to empower and enable them to take opportunities to improve their health	1	2	3	4	5		
	5.3 I support my colleagues to engage with risk, promote safety and quality practices, and improve patient outcomes	1	2	3	4	5		
Data and technology	6.1 I promote and educate patients and communities on the available digital health resources	1	2	3	4	5		
	6.2 I engage with others to explore opportunities for data and technology adoption in the workplace	1	2	3	4	5		
	6.3 I inspire and influence others to comply with information management principles and proper use of digital systems amongst colleagues	1	2	3	4	5		

Leads innovations

Reflection on leading 'innovations'							Average score	Supervisor notes
Clinical practice	1.1 I demonstrate advanced level of clinical knowledge, technical skills and reasoning	1	2	3	4	5		
	1.2 I demonstrate shared decision-making with a clinical team and with patients	1	2	3	4	5		
	1.3 I engage in clinical research and evidence to provide innovative approaches to assessment and treatment to achieve better outcomes for clients/patients and the service	1	2	3	4	5		
	1.4 I create a positive environment for collaboration amongst colleagues and other clinicians to develop ways to improve patient outcomes	1	2	3	4	5		
Person-centred	2.1 I lead projects designed to achieve person-centred outcomes by incorporating the interests and needs of patients and communities.	1	2	3	4	5		
	2.2 I lead others to implement, improve and utilise the measurement of patient experiences and outcomes (PREMs and PROMs)	1	2	3	4	5		
	2.3 I initiate and build momentum for implementing a person-centred care services and system	1	2	3	4	5		
Management	3.1 I monitor for and propose potential solutions to identified service issues or shortcomings	1	2	3	4	5		
	3.2 I effectively manage the development, implementation, and evaluation of service or process change	1	2	3	4	5		
	3.3 I align financial, resource and risk management with goals and evidence to achieve improvements	1	2	3	4	5		
Learning	4.1 I translate and apply learnings from education or research into practice in my service or organisation	1	2	3	4	5		
	4.2 I identify, create, and promote learning and training opportunities to meet organisational workforce development needs and for service improvement and delivery.	1	2	3	4	5		
	4.3 I contribute to the creation of an environment that facilitates colleagues to improve their consumption of, participation in and generation of, research and evidence.	1	2	3	4	5		
Clinical governance	5.1 I seek to understand patient health outcomes to anticipate risks, and involve patients in achieving change	1	2	3	4	5		
	5.2 I confidently make decisions and recommendations in situations of uncertainty and ambiguity	1	2	3	4	5		
	5.3 I assess, utilise, and improve reporting and feedback mechanisms	1	2	3	4	5		
Data and technology	6.1 I identify, research, and design technological solutions to health care services to meet patient needs.	1	2	3	4	5		
	6.2 I assess, monitor and interpret local clinical data to benchmarks with other facilities, centres or regions.	1	2	3	4	5		
	6.3 I critically evaluate and celebrate achievements in the use of data and technology to achieve outcomes	1	2	3	4	5		

Leads systems

Reflection on leading 'systems'							Average score	Supervisor notes
Clinical practice	1.1 I develop, implement, and critically evaluate treatment management plans	1	2	3	4	5		
	1.2 I promote, establish, and review referral pathways	1	2	3	4	5		
	1.3 I provide strategic advice and contribute to local, national and international networks relevant to my profession and area of clinical practice	1	2	3	4	5		
	1.4 I consult with education providers to ensure content and delivery methods are relevant to clinical practice	1	2	3	4	5		
Person-centred	2.1 I partner with a diverse range of stakeholders to improve outcomes that matter to patients.	1	2	3	4	5		
	2.2 I build alliances with different stakeholders based on trust and respect to establish health care connectivity and integration	1	2	3	4	5		
	2.3 I understand and negotiate the complexity and interconnectedness of the health system to the address health issues	1	2	3	4	5		
Management	3.1 I recognise, explain and facilitate strategies to effectively manage health services across organisational and professional boundaries.	1	2	3	4	5		
	3.2 I influence and encourage informed discussion on the implementation of sustainability in the health system	1	2	3	4	5		
	3.3 I hold myself and others accountable for the efficient and effective use of resources to achieve patient and service outcomes	1	2	3	4	5		
Learning	4.1 I engage in research pursuits to improve health outcomes, policy, education, and training	1	2	3	4	5		
	4.2 I effectively communicate with decision-makers and stakeholders on strategic workforce development needs	1	2	3	4	5		
	4.3 I participate in collaborative and interprofessional/ interdisciplinary learning and development opportunities, like professional and community networks, and facilitates the participation of colleagues in these networks.	1	2	3	4	5		
Clinical governance	5.1 I creatively and strategically engage with risk to develop opportunities for innovative and safe services	1	2	3	4	5		
	5.2 I contribute the development and implementation of guidance, protocols and recommendations at a local, state and/or national level	1	2	3	4	5		
	5.3 I collaborate with patients and stakeholders when advocating for system-wide change that is evidence and outcomes-based	1	2	3	4	5		
Data and technology	6.1 I contribute to developing, evaluating, and expanding digital models of care and digital health resources	1	2	3	4	5		
	6.2 I incorporate data and digital capabilities in strategic planning and workforce development	1	2	3	4	5		
	6.3 I lead others in digital transformation, inspiring and celebrating the adoption of new and emerging technologies in the health system	1	2	3	4	5		

Capability compass exercise

The capability compass exercise helps to reflect and visualise professional skills gaps and opportunities for training.

Step 1: Using the capability compass template, locate the section for the domain you are assessing.

Step 2: Draw a dot in the numbered section corresponding to the average score calculated in the reflection.

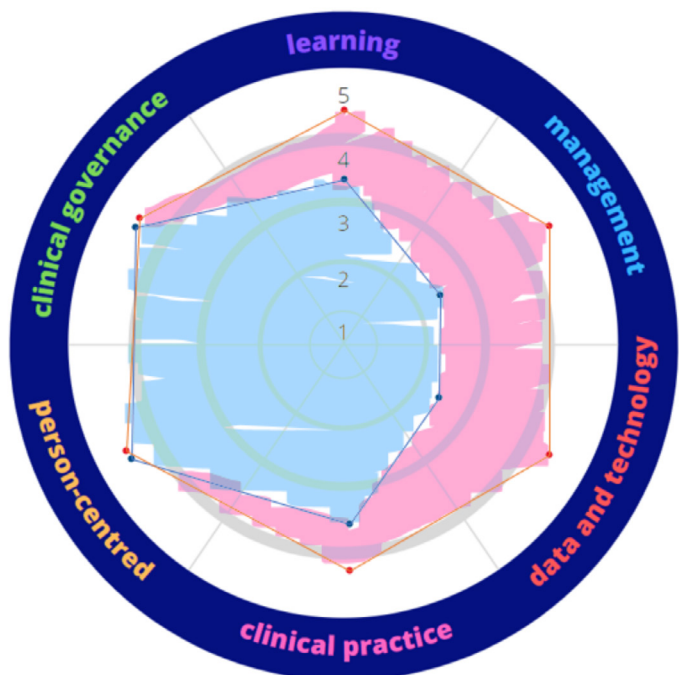
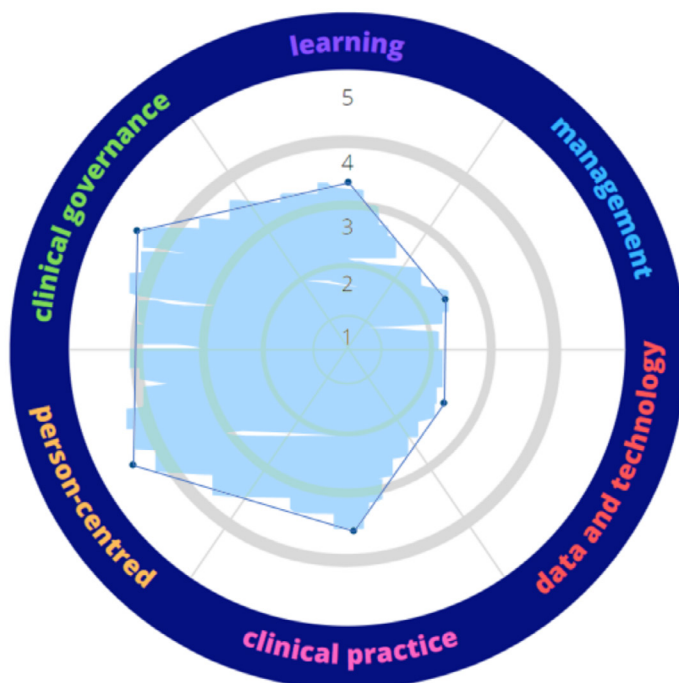
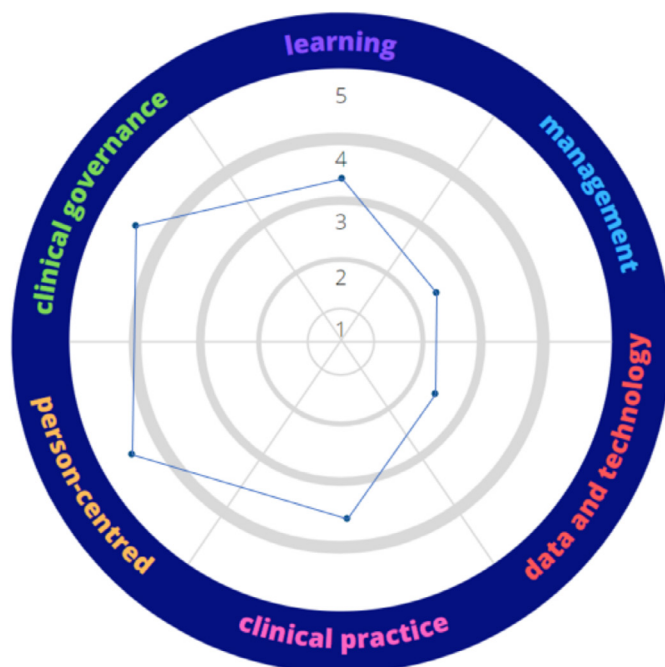
Step 3: Repeat steps 1 and 2 for the other domains.

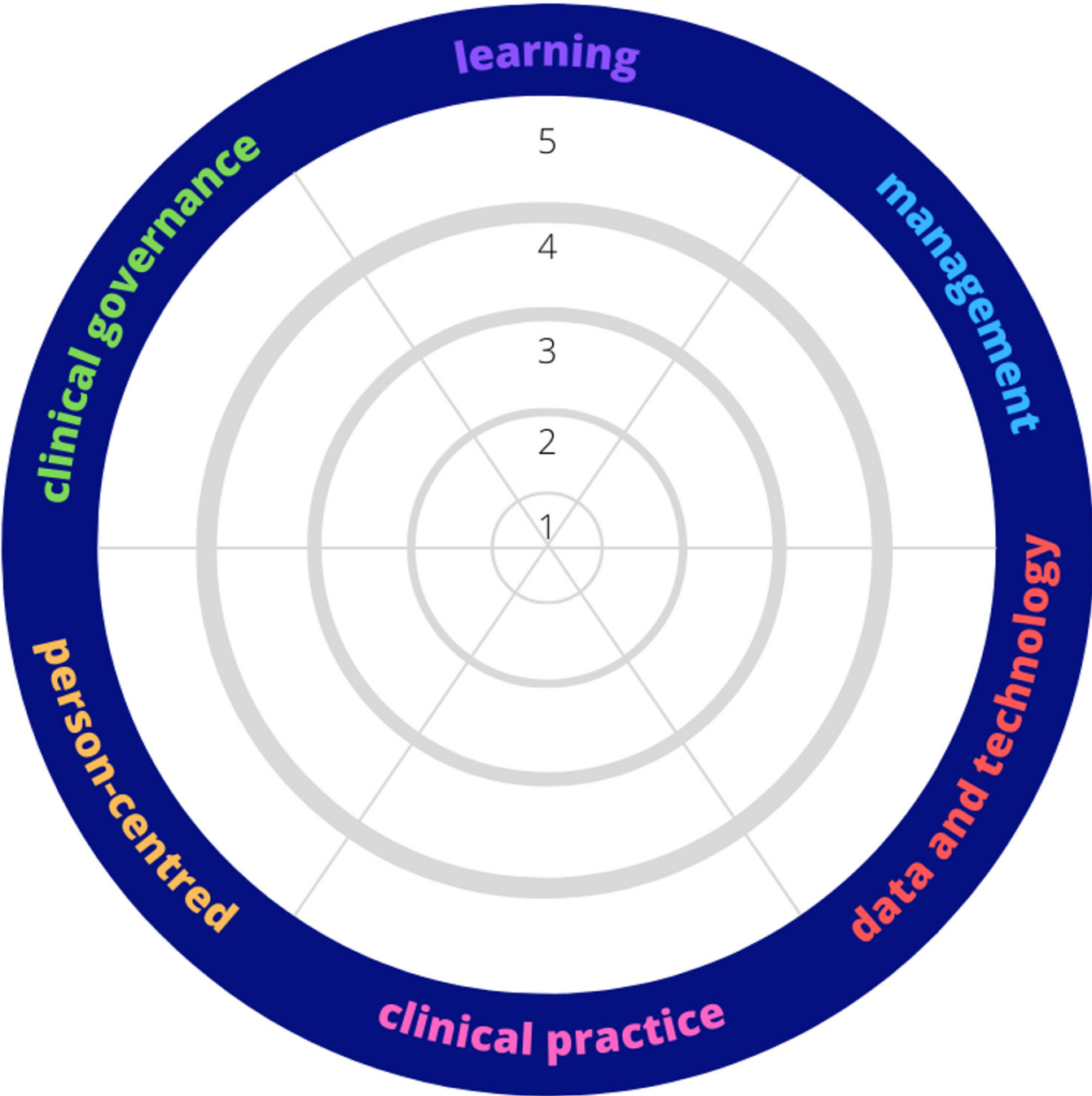
Step 4: Connect each dot to its neighbour by drawing a straight line between them and shade the area between the lines.

Step 5: Repeat the above steps in a different colour to plot out a score of 5 for each domain.

Note the difference between the two shaded areas.

Review the areas you need to improve and the opportunities (training or otherwise) that can help you progress to the next stage of the Allied Health Leadership and Advancing Practice Framework.





Work Integrated Learning Plan

Plan activities to develop capability areas that have been identified for improvement in the reflection and capability compass exercise.

Discuss this plan with your supervisor and update accordingly when the activities have been completed.

Identified development need	Potential activities	Completed?	Has this activity helped you meet the development objective? How?
E.g., Criteria 1.1, 1.2, 1.3	• Cultural Awareness Training module • ...	☐ ☐	
		☐ ☐	
		☐ ☐	
		☐ ☐	
		☐ ☐	

Appendix B – Reference document for High Risk Foot Podiatry

The following reference document has been adapted from the Metro North Hospital and Health Service High Risk Foot Competency Framework (2017).

Clinical knowledge areas	Description of general knowledge competencies	Description of advanced knowledge competencies
Generic HRF	• Demonstrate a general knowledge of the aetiology of chronic health conditions and the impact disease progression has on the foot • Demonstrate a basic understanding of pharmacological and non-pharmacological approaches to the management of chronic health conditions. • Demonstrate a general knowledge of the current High Risk Foot-related national and international guidelines.	• Evaluate and interpret clinical information from diverse sources and make informed judgements about its quality and the appropriateness of disseminating it to colleagues. • Demonstrate a comprehensive knowledge of the aetiology of chronic health conditions and the impact disease progression has on the foot. • Demonstrate a comprehensive knowledge of pharmacological and non-pharmacological approaches to the management of chronic health conditions. • Demonstrate an in-depth knowledge of the current High Risk Foot-related national and international guidelines. • Demonstrate an in-depth knowledge of the aetiology of diabetes and chronic conditions and the impact disease progression has on the foot. • Demonstrate an in-depth knowledge of the signs and symptoms of common chronic conditions e.g. per WHO diagnostic criteria or equivalent. • Demonstrate high-level clinical decision-making skills that are effectively translated into clinical practice.

Clinical knowledge areas	Description of general knowledge competencies	Description of advanced knowledge competencies
Screening and assessment	• Demonstrate an awareness of current local and national guidelines and policies. For example, diabetic foot screening and assessment; prevention and management of pressure injuries.	• Provides expert opinion on screening and assessment programs. • Demonstrate an in-depth knowledge of current local and national guidelines and policies. For example, diabetic foot screening and assessment; prevention and management of pressure injuries.
Pharmacotherapy	• Demonstrate an awareness of the modes of action and effects of relevant medicines, including pharmacokinetics and pharmacodynamics. • Demonstrate an awareness of the potential for unwanted effects (e.g. allergic reactions, drug interactions, precautions, contraindications, etc.). • Maintain an up-to-date knowledge of relevant pharmaceuticals – including formulations, dosages etc. by ensuring continued access to pharmacological resources such as MIMS, electronic Therapeutic Guidelines (eTG) complete, Australian Medicines Handbook (AMH). • Demonstrate an awareness of the potential misuse of relevant medicines. • Demonstrate an awareness of implementing a non-pharmacological or pharmaceutical treatment option (including preventative measures and referrals for non-pharmacological interventions). • Demonstrate an awareness that patient-specific factors (i.e. age, renal impairment and use of complementary medicines) that can impact the pharmacokinetics and pharmacodynamics of relevant medicines and that regimens may need to be adjusted based on these factors.	• Demonstrate an in-depth understanding of investigations undertaken for dermatopathologies (including microscopy, culture, biopsies and allergy testing). • Demonstrate knowledge of medication errors and medication error-prevention strategies. • Demonstrate a thorough understanding of current state, territory and national legislation relating to the purchase, supply, prescription and administration of scheduled medicines. • Demonstrate an awareness of, and accepts, legal and ethical responsibility for prescribing, within the context of the care plan.

Clinical knowledge areas	Description of general knowledge competencies	Description of advanced knowledge competencies
Radiology	• Demonstrate an understanding of the side-effects of radiological investigations and why, in some circumstances, a non-radiological method of investigation may be more appropriate.	• Continuously monitor and implement national and international guidelines related to radiographic diagnostics for foot disease. • Demonstrate an in-depth knowledge of the available radiological investigations and the rationale for their use.
Painful diabetic peripheral neuropathy	• Demonstrate a working knowledge of the current evidence-based treatments available for the relief of the symptoms of painful peripheral neuropathy (PPN). • Demonstrate a working knowledge of the causes, signs and symptoms and typical progression of PPN.	• Demonstrate an in-depth knowledge of the evidence-based treatments available for the relief of the symptoms of PPN.
Ulcer prevention	• Demonstrate an up to date knowledge of biomechanical pressure relieving strategies and devices and their role in reducing the risk of foot ulceration. • Demonstrate a working knowledge of the materials used in the manufacture of orthoses and other off-loading techniques e.g. Total Contact Casting (TCC).	• Demonstrate a comprehensive knowledge of biomechanical pressure relieving strategies and devices and their role in reducing the risk of foot ulceration. • Demonstrate a comprehensive knowledge of the variety of materials and methods used in the manufacture of orthoses and other off-loading techniques e.g. TCC.
Wound care: Generic	• Demonstrate a working knowledge of the current wound management-related national and international guidelines. • Demonstrate a broad knowledge of the principles of moist wound healing. • Demonstrate a broad understanding of the wound healing process and the potential complications of, or delays, to healing. • Demonstrate a broad understanding of the psychological impact of foot disease on the quality of life of the patient.	• Demonstrate an advanced understanding of the wound healing process and its potential complications. • Demonstrate an expert knowledge of national guidelines related to wound management. • Demonstrate an advanced understanding of the psychological impact of foot disease on the quality of life of the patient. • Apply high-level clinical reasoning in the management of complex foot wounds.

Clinical knowledge areas	Description of general knowledge competencies	Description of advanced knowledge competencies
Wound care: Debridement	• Demonstrate an understanding of the principles of debridement and wound bed management. • Demonstrate a broad knowledge of various debridement techniques including sharp debridement and other techniques. • Carry out sharp debridement of simple and complex wounds, within the scope of their practice.	• Demonstrate an in-depth understanding of the principles of debridement and wound bed management. • Demonstrate an in-depth knowledge of various debridement techniques including sharp debridement and other techniques. • Carry out advanced debridement (with a range of debridement tools) of complex wounds, within the scope of their practice.
Wound care: Infection control	• Consistently and competently demonstrates Aseptic Non Touch Technique (ANTT).	• Demonstrate an in-depth knowledge of local protocols regarding Anti-Microbial Stewardship (AMS) programs.
Wound care: Off-loading	• Demonstrate a broad knowledge of biomechanical pressure relieving strategies for foot ulcer healing. • Provide short-term pressure relief through the application of temporary pressure relieving modalities e.g. compressed felt, post-operative shoes. • Use a wide range of pressure-relieving devices within the scope of their practice such as TCC, removable cast walkers and removable cast walkers made irremovable.	• Demonstrates a knowledge of, and experience in using, technologies for gait analysis and foot pressure measurements. • Demonstrate a contemporary knowledge of advanced and customised pressure relieving strategies used in the management of high risk foot disease. • Employ a broad knowledge of the range of pressure-relieving devices to select the most appropriate interventions for the patient. • Demonstrate skills in fabricating, modifying and supplying of pressure relieving devices as part of the management of high risk foot disease.

Clinical knowledge areas	Description of general knowledge competencies	Description of advanced knowledge competencies
Wound care: Dressings	• Demonstrate a broad knowledge of dressing products and the clinical situations for which they have been designed to use. • Broad experience in the application and removal of the product.	• Extensive experience and skill in the choice and application of appropriate dressings for foot ulcerations. • Demonstrate extensive knowledge in the appropriate use of available dressing products. • Support other colleagues in choosing appropriate dressings for patients with foot ulceration.
Post-ulcer care	• Demonstrate a working knowledge of the materials used in the manufacture of foot orthoses and medical grade footwear for the prevention of ulceration. • Demonstrate knowledge of the technologies used in the assessment of foot pressure, gait analysis and footwear (i.e. 3D scanning systems).	• Demonstrate an advanced understanding of the high risk foot and its complications and how to assess its severity in relation to preventing foot ulcer recurrence.
Charcot neuroarthropathy (acute and chronic)	• Demonstrate a knowledge and understanding of the early signs and symptoms of a suspected Charcot Neuroarthropathy (CN). • Demonstrate a working knowledge of pressure-relieving strategies for the management of CN, including short term and longer term strategies. • Demonstrate an awareness of pharmacotherapies used for the management of CN.	• Apply bespoke pressure-relieving devices (including total-contact casts) for the management of CN. • Plan and implement complex pressure-relieving strategies for the management of CN. • Demonstrate an up-to-date knowledge of pharmacotherapies for the management of CN. • Use clinical reasoning, and self-reflection to ensure the safe management of acute/chronic CN, especially in the use of off-loading devices and casts



