

PODIATRISTS BOARD OF NEW ZEALAND

REGISTRATION REQUIREMENTS:

- ❑ **MINIMUM COMPETENCIES**
- ❑ **LEARNING OUTCOMES**
- ❑ **PERFORMANCE CRITERIA**

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Revision

It is the intention of the Board that this document be reviewed every four years. The document has been written in such a way that new technology and changes in practice should be able to be accommodated within the parameters as laid down.

Implementation

This document was first implemented in draft form as the Podiatrists Board's minimum standards for registration on a trial basis on **1 May 1998**.

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1. Introduction

1.1 Scoping

This document is directed at the podiatrist profession within the general domain of Health Care. It covers minimum standards for entry into the profession in terms of the competencies and skills that are needed for registration as a practising podiatrist. In developing these essential competencies and skills it was considered important that a group of professional experts, first, scan the domain of podiatry and identify boundaries and relationships to other allied professions, and second, undertake a future scan to provide a picture of an evolving profession with a past, present and future. This sets the scene to present the outcomes of this process, namely a way of organising the key competencies and defining the ensuing skills.

The following elements made up the scoping exercise:

- Definition of the occupational domain and occupation boundaries
- Overlaps with other domains and other professions
- Links with other domains and professions
- Identification of key stakeholders
- Verification of the key roles or functions in Podiatry
- Confirmation of national levels of competence required for registration as a podiatrist
- Identification of core, optional and specialist areas
- Reference to different sources of information
- Consideration of matters relating to gender, religion, ability, class and ethnicity including the Treaty of Waitangi
- Identification of future training and Human Resource needs for the profession of Podiatry
- Agreement on the priorities for registration standards development

1.2 History of Podiatry

Mention of footcare can be traced as far back as the early Greek and Roman periods and in ancient Egypt. The treatment of foot ailments as a specialist area seems to have continued until first being documented in 1593.

1593 The first known written record of the treatment of feet is said to be Thomas Nashe's (1593) description of corn cutters.

1772 Medical and surgical specialisation began in France in the 18th century. M Rousselot wrote three books on feet and corns and is credited with writing the first book on Podiatry or Chiropody. In this book Rousselot urged that podiatry become a speciality of surgery.

- 1895 The first chiropodial organisation was founded in 1895. The Podiatry Society of New York formed in the United States of America.
The first license to practice was issued that same year.
- 1907 The first journal of the profession was published in America.
- 1912 The first English chiropodial body was formed.
- Several approaches were made over the years to the Minister of Health regarding registration.
- 1945 The English Society of Chiropodists was established by the amalgamation of five different chiropodial groups.
- 1946 The New Zealand Society of Chiropodists Inc. was formed.
- 1953 The Society made its first submission to the Minister of Health regarding registration.
- 1954 A deputation from the Society met the Minister of Health (Mr Marshall) but the matter was deferred.
- 1965 The Minister of Health was favourably disposed to the Society's request. The Department of Health was invited to exchange views with the Society on the outline which legislation would follow.
- As there was no formal training for chiropodists in New Zealand at that time, chiropodists could be registered if they had no formal qualifications but had been working in the field prior to the legislation being enacted.
- 1966 Medical and Dental Auxiliaries Act 1966 enacted.
- 1967 Medical and Dental Auxiliaries Act Commencement Order and Chiropodists became a registrable occupation. The regulations commenced in December 1967.
- 1968 First Board meeting of Chiropodists Board.
- 1970 New Zealand School of Chiropody commenced in Petone, Wellington and the Diploma of Chiropody was awarded by the Central Institute of Technology (CIT). The lecturers had come from the United Kingdom to establish the School in New Zealand and the training was based therefore on the United Kingdom model.
- 1980 The New Zealand School of Chiropody moved from Petone to the Heretaunga campus of CIT.
- 1981 After approach from the profession the Act was amended to change the name of Chiropodist to Podiatrist.
- 1984 The New Zealand Podiatry Association was established to meet the needs of post graduate education in New Zealand.

- 1986 The New Zealand College of Podiatric Surgery was established to represent the needs of podiatrists in New Zealand who had a special interest in developing their skills and knowledge in podiatric surgery. The Post Graduate diploma in Podiatric Surgery was developed with the collaboration of CIT and the Ohio College of Podiatric Medicine, USA. Needs analysis was performed by the CIT and profession, with regard to determining the need for advancing the undergraduate qualification from Diploma to Degree.
- 1990-1991 The New Zealand Diploma of Podiatry was accredited by New Zealand Qualifications Authority (NZQA) and became the New Zealand National Diploma of Podiatry.
- In response to the recommendations of the 1981 Needs Analysis the profession saw the need for further development of education in New Zealand and sought the implementation of a degree for podiatry.
- 1992 The Bachelor of Health Science (Podiatry) degree was introduced at CIT.
- 1995 The first degree students graduated from CIT with a Bachelor of Health Science (Podiatry).
- To enable recent graduates to attain the degree CIT developed an extension to the national diploma course which contained further research awarding its graduates with a Bachelor of Health Science (Podiatry) degree.
- Graduates with the Diploma in Chiropody or Podiatry prior to the introduction of the National Diploma were given the opportunity to study through Brighton University (UK) for the BSc Hons (Podiatric Studies).
- 1995 The first graduates of New Zealand College of Podiatric Surgery were awarded their diplomas.
- 1996 - 98 Act review underway.
- 1998 Competency standards document developed and published.
- 2001 C.I.T. closes. Podiatry training continues under Wellington Polytechnic (Weltec) management.
- 2002 Auckland University of Technology (AUT) commences Podiatry programme. Some C.I .T./ Weltech students continue podiatry studies with AUT.
- 2003 Health Practitioners Competence Assurance Act passed. School of Podiatry established at AUT with own Head of School.
- 2004 HPCAA implemented. AUT provides post-graduate courses in podiatry.

1.3 Key Sectors within Podiatry

The only recognised division within the profession of podiatry at the moment is the division between an undergraduate degree and a post-graduate diploma in Podiatric Surgery.

The undergraduate training is undertaken at the Auckland University of Technology which prepares graduates for a degree in Podiatry and entry to the profession. All undergraduates prior to registration have been provided with a common core training without specialisation.

When they become registered, Podiatrists can undertake a post-graduate qualification called the Diploma in Podiatric Surgery through the New Zealand College of Podiatric Surgery in collaboration with the Ohio College of Podiatric Medicine. The Ohio College is an accredited institution which is recognised by the Podiatrists Registration Board to teach and examine at this level.

However, likely areas for specialisation in the future have been identified. These are:

1. Sports medicine
2. Diabetes
3. Paediatrics
4. Pharmacology/ prescribing
5. Surgery

1.4 Links within the Profession

The profession of podiatry is linked through its work to the following national and international professional groups:

1. Medical doctors (e.g. general practitioners)
2. Medical specialists (e.g. orthopaedic surgeon)
3. Nurses
4. Physiotherapists
5. Orthotists and pedorthists
6. Chiropractors and osteopaths
7. Pharmacists
8. Occupational therapists
9. Diabetes specialists
10. Community health care groups (eg dietitians)
11. Sports medicine specialists
12. Academic specialists
13. Professional associations (e.g. New Zealand Society of Podiatrists, New Zealand College of Podiatric Surgery)
14. Podiatrists Board
15. Links with other professions outside and adjunct to Healthcare (eg footwear industry and interpreters, patient advocates)

1.5 Guiding Principles

The general principles of podiatry are embodied in the profession's close relationship with medicine, healing and the general well being and safety of the public.

As public needs, expectations and perceptions change podiatrists are sensitive to their social, ethnic and cultural safety. The standards of practice are not compromised by other issues such as confidentiality, age, gender, sexual orientation, political or economic status.

The Treaty of Waitangi is the founding document of New Zealand and outlines the relationship between Maori, as *tangata whenua* (indigenous people) and the Crown. In contemporary New Zealand, the Treaty of Waitangi continues to be the most significant document in explaining that relationship as it informs the expectations and responsibilities between Maori, and the Crown and its agents. The Crown in recognition of the special needs of Maori has made Maori health a priority gain area. The Crown's objective is to improve Maori health status so that in the future Maori will have the same opportunity to enjoy the same level of health as non-Maori. To assist in achieving this objective, health practitioners should provide health and disability services which are culturally appropriate, and take account of Maori health needs and perspectives.

Podiatrists have developed a responsible approach to the ethical and moral (inter/intra professional and to their patients and staff) obligations of their position as part of the health care team.

A podiatrist is a registered primary health care practitioner (including those previously registered as a chiropodist) who utilises medical, physical, palliative and surgical means other than those prescribed in the Podiatric Surgeon Scope of Practice, to provide diagnostic, preventative and rehabilitative treatment of conditions affecting the feet and lower limbs.

1.6 Key Roles in the Podiatry and Health Care Domains

This recognises that podiatrists are primary care practitioners. They have the following major roles:

1. Diagnostic
2. Treatment (plan, negotiate and perform)
3. Management (e.g.. patient management, managing personnel, resources and office administration)
4. Support (e.g. giving professional support to patients, other medical professionals and the community at large)

1.7 Sources of Information

The main sources of information about the profession can be found in the following national and international documents:

1. Medical Auxiliaries Act 1966
2. Podiatrists Regulations 1982
3. Podiatrists Board Code of Practice
4. Ethics Statement
5. Podiatrists Board Registration Standards Document
6. Professional journals and texts
7. Any relevant Ministry of Health reports
8. Training provider syllabi and other related documents
9. Trans Tasman Mutual Recognition Act 1997
10. Health Practitioners Competence Assurance Act 2003

2. Preparation of Competencies and Skills Chart

The competencies and skills chart is designed, to not only give a complete picture of the whole minimum standard for entry into the profession, but to show the parts that make up the whole and the relationships between the parts. The two day workshop to develop the competencies and skills employed the following consultation process:

2.1 Consultation Process

Rationale for Group Process method
Expert Panel

Belinda Smith (Convenor)	Registered Podiatrist	
Chris Harrington	Ministry of Health representative	
Julie Allen	Registered Podiatrist	Palmerston North
Judith Clarke	Registered Podiatrist	Napier
Lisa Hinchcliff	Registered Podiatrist	Auckland
Sam Irons	Registered Podiatrist	Christchurch
Julianne Jackson	Registered Podiatrist	Wellington
Henri Jooste	Registered Podiatrist	Wanganui
Charlotte Russell	Registered Podiatrist	Christchurch
Trevor Tillotson	Registered Podiatrist	Wellington
Merron Wilkes	Registered Podiatrist	Wellington

Time Line - indicating wider consultative process (**see Appendix 1**)

Updated 2004

Merron Wilkes	Registered Podiatrist	Wellington
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2.2 Future Scan

To prepare for the actual competency analysis phase of the workshop a future scan was undertaken. The purpose of the future scan was to identify the main forces shaping the future environment of podiatry in New Zealand with a view of taking into account any impending changes and integrating these into the competency statements. The results can be seen in **Appendix 2**.

2.3 Competencies

After analysis by the group of experts, the domain of podiatry realised nine competencies for entry to the profession.

For entry to the profession the registrant must be able to:

1. Demonstrate an understanding, and application, of Core Knowledge
2. Practice as a professional
3. Communicate
4. Diagnose
5. Effect treatments
6. Educate
7. Manage
8. Administrate
9. Ensure quality assurance

2.4 Essential Skills

Underpinning each of the nine competencies are a number of skills. Each of the skills is defined further in a Skills Development Profile that follows the Competencies and Skills Chart in the next section. It should be noted in reading these that the word skills is used in the broadest sense to include cognitive (thinking), affective (feeling) and psychomotor (doing) behaviours. Thus, while the Learning Outcome may emphasise a cognitive or psychomotor behaviour, this should not preclude the inclusion of affective performance criteria within the profile if such criteria are deemed important.

A chart showing the relationships between the competencies and skills is given in **Appendix 3**. The Skills Development Profiles are set out in **Appendix 5**.

2.5 Skill Level

The Skill Level contained in the Skills Development Profile is a reflection of the level of ability required to achieve or demonstrate the skill as described. This is intended to demonstrate the required ability level for minimal competency and is explained more fully in the Skill Level chart in **Appendix 4**.

2.6 Application of Minimum Entry Standards

Having identified all the competencies and skills for entry to the profession, the next step in using this document is to match a registrant's prior learning with the minimum entry standards in the skills development profiles, then to match these results with the Podiatrists Board of New Zealand minimum entry standards and requirements.

A copy of the current registration requirements can be obtained from the Registrar of the Podiatrists Board of New Zealand at P O Box 10-140, Wellington, New Zealand.

Appendix 1

Timeline

April 1994

December 1994

August 1995

April 1996

15 April 1996

8-9 June 1996

* CWDP Competency Development Working party
** NZCER

TOR
compiled.
Budget
Determined

Chairperson
CDWP*
Appointed

Competency
Development
Working party
formed.

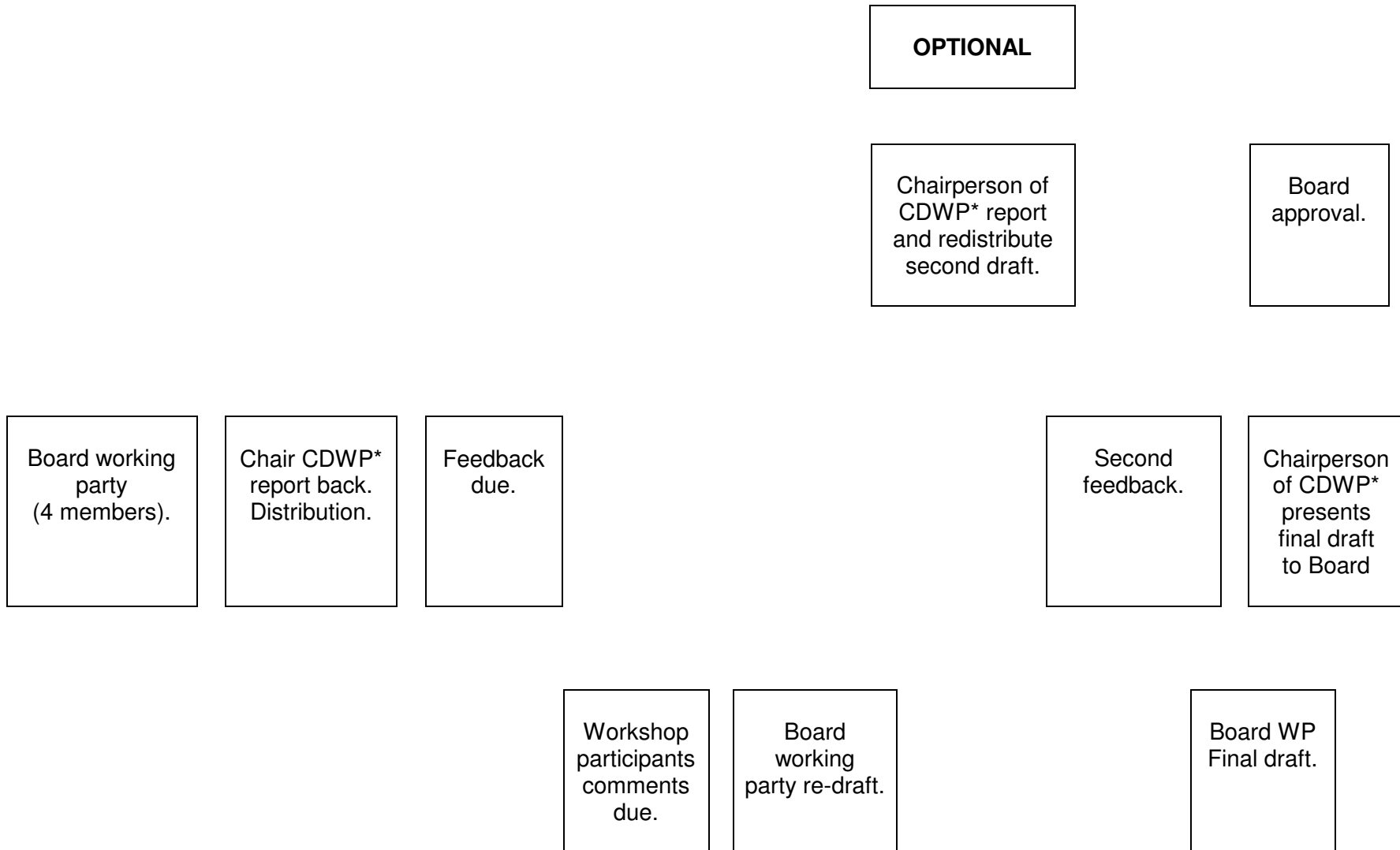
New
CDWP*
Formed.

Report to
Board
time-framed

Workshop
plan session.

Workshop
over 2 days.

NZCER
commissioned



Appendix 2

Future Scan

Introduction

The purpose of the Future Scan is to orient the workshop participants to the main forces shaping the future environment of Podiatry in New Zealand. The scan process is designed to focus on past and present events and trends that are seen to shape the future. Expected outcomes of this process are:

1. shared ideals and values about what are the important goals that need to be taken into consideration in planning the future of the profession;
2. identification of the professional, social, cultural and economic constraints which must realistically be taken into account in setting minimum competency standards for entry into the profession; and
3. the establishment of a “future-oriented” mind-set in readiness for working on a competency document. What follows is a record of the future scan process.

Past

Scholl's training
Diploma
Name change
Recent registration
Grandfathering
Primitive premises
Overseas (UK) influence
Different standards of practice
Less sophisticated
Gender imbalance
Medical Auxiliary
Podiatry perceived as peripheral
Narrow scope of practice
Professional strife

Present

Competition between colleagues and other professionals
Market-driven
More professional
More stress
Predominantly private practice
Higher standards
Higher costs
Advanced technology
Political input

Increased scope of practice
Advances in training (undergraduate and post-graduate)
Increased awareness of infection control
Global networking
More administration
More computerisation
More public awareness of podiatry
Less professional strife
More realistic fees
Higher esteem

Future

Most likely:

Evidence-based practice
Increased fee structure
Prescribing rights
CME (continuing education)
Enhanced professional image
Specialised qualifications
Recognition by allied health and funding agencies
Global networking
More entrepreneurial
Risk of over-specialisation
New technology (IT and other)
More accountability
Quality assurance
More political
Professional discipline
Professional liability

Most Desirable

Longer training
Podiatry in hospitals
Inter-professional parity
Podiatry core services

Appendix 3

Competencies and skills chart

Core Knowledge Demonstrate an understanding and application of	Applied Sciences 1.1	Microbiology 1.1.1	Clinical Chemistry 1.1.2	Pharmacology 1.1.3		
	Anatomy & Physiology 1.2					
	Medicine 1.3	General Medicine 1.3.1	Pathology 1.3.2	Orthopaedics 1.3.3	Dermatology 1.3.4	Psychology & Behavioural Sciences 1.3.5
	Surgery 1.4	General Surgery 1.4.1	Vascular Surgery 1.4.2	Orthopedic Surgery 1.4.3	Neurological Surgery 1.4.4	Podiatric Surgery 1.4.5
	Primary Podiatric Surgery 1.5	Podiatric Theory 1.5.1	Functional Anatomy 1.5.2	Physical Therapy 1.5.3	Radiotherapy 1.5.4	Podiatric Therapeutics 1.5.5
	Research 1.6	Statistics 1.6.1	Epidemiology 1.6.2			
	Information Technology 1.7					
	Practice Management 1.8					

Practice As a Professional	Demonstrate an understanding of the healthcare system 2.1	Recognise the role of professional organisations 2.2	Respect Social & Culture Values 2.3	Recognise Professional Limitations 2.4	Manage Stress 2.5	Maintain Ethical Standards 2.6
	Apply the "Board's" Code of Practice 2.7	Promote a Professional Image Market Advertising Public Relations 2.8	Undertake Peer Review 2.9	Develop Professionally 2.10		
Communicate	Exhibit Written & Oral Communication Skills 3.1	Use appropriate Information Technology in Communications 3.2	Establish & Maintain Records 3.3	Report 3.4	Demonstrate Inter-personal Communication Skills 3.5	Maintain Intra & Inter-professional Relationships 3.6
Diagnose	Interview & Consult 4.1	Examine 4.2	Test 4.3	Differentiate 4.4	Communicate Results 4.5	
Effect Treatments	Manage Medical Emergencies 5.1	Ensure Safe Practices 5.2	Demonstrate appropriate use of equipment 5.3	Predict Patient outcomes 5.4	Provide options & Negotiate 5.5	Implement appropriate treatment 5.6
	Obtain Informed Consent 5.7	Utilise Resources 5.8	Provide Written Instructions when necessary 5.9	Prescribe as Required 5.10	Follow-up as Required 5.11	Refer appropriately 5.12
Educate	Train Staff 6.1	Advise on footwear 6.2	Advise on foot health & related disorders 6.3	Inform other Health Professional 6.4	Recommend Preventative Care 6.5	Counsel 6.6

Manage	Maintain Plant 7.1	Maintain Premises 7.2	Access reference material 7.3	Manage Time 7.4	Manage Staff 7.5	Upgrade equipment when necessary 7.6
	Demonstrate an understanding of partnership (professional) 7.7	Negotiate Contracts 7.8	Communicate with Practitioner/s 7.9	Liase with Allied Professionals 7.10	Implement Accounting System 7.11	Keep Records 7.12
	Plan Finances or seek Financial Advice 7.13	Manage Patients 7.14				
Administrate	Maintain Supplies & Stock 8.1	Implement Contracts 8.2	Prepare & Pay Wages 8.3	Complete Documentation (form filing) 8.4	Bank 8.5	Keep Records 8.6
	Correspond 8.7	Observe legal requirements 8.8				
Ensure Quality Assurance	Demonstrate an understanding of quality assurance and TQM 9.1					

Appendix 4

Skill Level

5	Mentor/Master Podiatrist
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4A	Able to lead others in the field
----	----------------------------------

4B	Experienced Practitioner
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Minimal Competency Level

3	No supervision
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2	Some supervision
---	------------------

1	Total supervision
---	-------------------

0	Inactive
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Appendix 5

Skills development profiles

Competency area: Core knowledge

1.1	Applied Sciences	1.1.1	Microbiology
		1.1.2	Clinical Chemistry
		1.1.3	Pharmacology
1.2	Anatomy and Physiology		
1.3	Medicine	1.3.1	General Medicine
		1.3.2	Pathology
		1.3.3	Orthopaedics
		1.3.4	Dermatology
		1.3.5	Psychology and Behavioural Sciences
1.4	Surgery	1.4.1	General Surgery
		1.4.2	Vascular Surgery
		1.4.3	Orthopaedic Surgery
		1.4.4	Neurological Surgery
		1.4.5	Podiatric Surgery
1.5	Primary Podiatric Medicine	1.5.1	Podiatric Theory
		1.5.2	Functional Anatomy
		1.5.3	Physical Therapy
		1.5.4	Radiography
		1.5.5	Podiatric Therapeutics
1.6	Research	1.6.1	Statistics
		1.6.2	Epidemiology
1.7	Information Technology		
1.8	Practice Management		

Competency area: Practice as a professional

- 2.1 Demonstrate an understanding of the health care system
- 2.2 Recognise the role of professional organisations
- 2.3 Respect social and cultural values
- 2.4 Recognise professional limitations
- 2.5 Manage stress
- 2.6 Maintain ethical standards
- 2.7 Apply Board's Code of Practice
- 2.8 Promote a professional image
- 2.9 Develop professionally

Competency area: Communicate

- 3.1 Exhibit Written and Oral Communication Skills
- 3.2 Use Appropriate Information Technology
- 3.3 Establish, Maintain and Interpret Records
- 3.4 Report
- 3.5 Demonstrate Inter Personal Communication
- 3.6 Maintain Inter/Intra Professional Relationships

Competency area: Diagnose

4.1 Interview and Consult

4.2 Examine

4.3 Test

4.4 Differentiate

4.5 Communicate Results

Competency area: Effect treatment

5.1 Manage medical emergencies

5.2 Ensure safe practices

5.3 Demonstrate appropriate use of equipment

5.4 Predict patient outcomes

5.5 Provide options and negotiate

5.6 Implement appropriate treatment

5.7 Obtain informed consent

5.8 Utilise resources

5.9 Provide written instructions when necessary

5.10 Prescribe as required

5.11 Follow up as required

5.12 Refer appropriately

Competency area: Educate

- 6.1 Train Staff
- 6.2 Advise on Footwear
- 6.3 Advise on Foot Health and related Disorders
- 6.4 Inform other Health Professionals
- 6.5 Recommend Preventative Care
- 6.6 Counsel

Competency area: Manage

- 7.1 Maintain Plant
- 7.2 Maintain Premises
- 7.3 Access Reference Material
- 7.4 Manage Time
- 7.5 Manage Staff
- 7.6 Demonstrate an Understanding of Partnership (Professional)
- 7.7 Negotiate Contracts
- 7.8 Communicate with Practitioner/s
- 7.9 Liaise with Allied Professionals
- 7.10 Implement Accounting System
- 7.11 Keep Records

7.12 Plan Finances or seek Financial Advice

7.13 Manage Patients

Competency area: Administrate

8.1 Maintain Supplies and Stock

8.2 Implement Contracts

8.3 Prepare and Pay Wages

8.4 Complete Documents (form filling)

8.5 Bank

8.6 Keep Records

8.7 Correspond

8.8 Observe Legal Requirements

Competency area: Ensure Quality Assurance

9.1 Apply Quality Assurance Measures

Skills development profiles

COMPETENCY AREA

1.1

Skill Level 3

Core knowledge

LEARNING OUTCOME

Applied Sciences

PERFORMANCE CRITERIA

Demonstrate and apply knowledge of normal and abnormal structure, function and range.

CONTENT/RANGE STATEMENT

- 1.1.1 Microbiology
- 1.1.2 Clinical Chemistry
- 1.1.3 Pharmacology

SUGGESTED LEARNING ACTIVITIES

Laboratory, lectures, tutorials, reading, research

COMPETENCY AREA

1.1.1

Skill Level 3

Core Knowledge

LEARNING OUTCOME

Microbiology

PERFORMANCE CRITERIA

Identify organisms and understand laboratory testing and procedure.

CONTENT/RANGE STATEMENT

Identify fungi, bacteria and viruses.
Understand and perform culture sensitivity, microscopy and culture, colonisation and gram stain.
Understand and perform laboratory procedures including sterilisation and waste disposal, tissue sampling and transportation.
Differentiate between sterilisation, antisepsis and disinfection and perform these procedures.

SUGGESTED LEARNING ACTIVITIES

Laboratory, lectures, tutorials, reading, research, work experience

COMPETENCY AREA

1.1.2

Skill Level 3

Core Knowledge

LEARNING OUTCOME

Clinical Chemistry

PERFORMANCE CRITERIA

Demonstrate and apply knowledge of the structural and functional mechanisms of normal and abnormal biochemical values at cellular and systemic level.

CONTENT/RANGE STATEMENT

Understand essential elements (minerals and vitamins)
Take samples and analyse.
Order appropriate tests.
Interpret test results.
Use test results to effect appropriate treatment.

SUGGESTED LEARNING ACTIVITIES

Laboratory, lectures, tutorials, readings, research

COMPETENCY AREA

1.1.3

Skill Level 3

Core Knowledge

LEARNING OUTCOME

Pharmacology

PERFORMANCE CRITERIA

Identify the need and appropriately apply drug therapy in the treatment of disease, chemical imbalance, infection control and pain.

CONTENT/RANGE STATEMENT

Drug reactions (affects and effects)
Contraindications for use
Dosage (toxicity, emergency procedures)
Drug interactions
Prescription
Legal considerations
Ethical considerations

SUGGESTED LEARNING ACTIVITIES

Laboratory, lectures, tutorials, reading, research

COMPETENCY AREA

1.2

Skill Level 3

Core Knowledge

LEARNING OUTCOME

Anatomy and Physiology

PERFORMANCE CRITERIA

Demonstrate a fundamental understanding of body systems, cellular anatomy and functions and general anatomy.

CONTENT/RANGE STATEMENT

Body systems

lymphatic
endocrine
nervous
cardiovascular
musculoskeletal
reproductive
digestive
urinary
integumentary

Cellular Anatomy and Function and Tissue Differentiation

muscle
bone
skin
connective tissue
nail
neurological
vascular

SUGGESTED LEARNING ACTIVITIES

Laboratory, dissections, lectures, tutorials, research

COMPETENCY AREA

1.3

Skill Level 3

Core Knowledge

LEARNING OUTCOME

Medicine

PERFORMANCE CRITERIA

Demonstrate and apply knowledge of the aetiology, pathology, diagnosis, treatment, prognosis (short and long-term), management (short and long-term) and referral process in each of the following subject areas.

CONTENT/RANGE STATEMENT

- 1.3.1 General Medicine
- 1.3.2 Pathology
- 1.3.3 Orthopaedics
- 1.3.4 Dermatology
- 1.3.5 Psychology and Behavioural Sciences

SUGGESTED LEARNING ACTIVITIES

Lectures, tutorials, reading, research

COMPETENCY AREA

1.3.1

Skill Level 3

Core Knowledge

LEARNING OUTCOME

General Medicine

PERFORMANCE CRITERIA

Demonstrate a fundamental understanding of the function of body systems and any associated trauma or disease process as pertaining to general medicine.

CONTENT/RANGE STATEMENT

Body System

respiratory
reproductive
cardiovascular
musculoskeletal
digestive
urinary
neurological
endocrine
integumentary
lymphatic

SUGGESTED LEARNING ACTIVITIES

Lectures, tutorials, research, reading, practical

COMPETENCY AREA

1.3.2

Skill Level 3

Core Knowledge

LEARNING OUTCOME

Pathology

PERFORMANCE CRITERIA

Demonstrate a fundamental understanding of the function of the body systems and any associated trauma or disease process as pertaining to pathology.

CONTENT/RANGE STATEMENT

Body Systems

respiratory
reproductive
cardiovascular
musculoskeletal
digestive
urinary
nervous
endocrine
integumentary
lymphatic

SUGGESTED LEARNING ACTIVITIES

Lectures, tutorials, research, readings

COMPETENCY AREA

1.3.3

Skill Level 3

Core Knowledge

LEARNING OUTCOME

Orthopaedics

PERFORMANCE CRITERIA

Demonstrate a fundamental understanding of the diseases and trauma of the musculoskeletal, vascular, nervous and endocrine systems as pertaining to orthopaedics.

CONTENT/RANGE STATEMENT

Surgical procedures
Healing process
Rehabilitation process
Imaging technology (bone scans, CT scans, X-rays, MRI, diagnostic ultrasound)
Orthopaedic appliances and footwear

SUGGESTED LEARNING ACTIVITIES

Lectures, tutorials, research, readings, work experience

COMPETENCY AREA

1.3.4

Skill Level 3

Core Knowledge

LEARNING OUTCOME

Dermatology

PERFORMANCE CRITERIA

Demonstrate an understanding of the diseases and trauma of the integumentary, vascular, nervous and endocrine systems as pertaining to dermatology.

CONTENT/RANGE STATEMENT

Allergies
Infections
Congenital and hereditary

SUGGESTED LEARNING ACTIVITIES

Lectures, tutorials, research, readings, clinical work experience

COMPETENCY AREA

1.3.5

Skill Level 3

Core Knowledge

LEARNING OUTCOME

Psychology and Behavioural Science

PERFORMANCE CRITERIA

Recognise and employ an empathetic approach to the various needs of socio-economic, ethnic, gender, age, religious and ability groups.

CONTENT/RANGE STATEMENT

Behaviour
Beliefs
Performance
Understanding
Te Tiriti O Waitangi

SUGGESTED LEARNING ACTIVITIES

Lectures, tutorials, research, role play, video, group discussion

COMPETENCY AREA

1.4

Skill Level 3

Core Knowledge

LEARNING OUTCOME

Surgery

PERFORMANCE CRITERIA

Demonstrate and apply knowledge of Applied Sciences, Anatomy, Physiology and Medicine and the disease processes related to each of these subject areas.

CONTENT/RANGE STATEMENT

- 1.4.1 General Surgery
- 1.4.2 Vascular Surgery
- 1.4.3 Orthopaedic Surgery
- 1.4.4 Neurological Surgery
- 1.4.5 Podiatric Surgery

SUGGESTED LEARNING ACTIVITIES

Laboratory, dissections, lectures, tutorials, research

COMPETENCY AREA

1.4.1

Skill Level 3

Core Knowledge

LEARNING OUTCOME

General Surgery

PERFORMANCE CRITERIA

Demonstrate a fundamental understanding of the indication, implication and effects of general surgery and the complications and prognosis of surgical intervention on the human body.

CONTENT/RANGE STATEMENT

Heart disease
Tumours
GI Tract
Renal
Respiratory

SUGGESTED LEARNING ACTIVITIES

Lectures, tutorials, work experience, research, readings

COMPETENCY AREA

1.4.2

Skill Level 3

Core Knowledge

LEARNING OUTCOME

Vascular Surgery

PERFORMANCE CRITERIA

Demonstrate a fundamental understanding of the indication, implication and effects of vascular surgery and the complications and prognosis of surgical intervention on the human body.

CONTENT/RANGE STATEMENT

Venous insufficiency
Arterial occlusion

SUGGESTED LEARNING ACTIVITIES

Lectures, tutorials, work experience, research, readings

COMPETENCY AREA

1.4.3

Skill Level 3

Core Knowledge

LEARNING OUTCOME

Orthopaedic Surgery

PERFORMANCE CRITERIA

Demonstrate a fundamental understanding of the indication, implication and effects of orthopaedic surgery and the complications and prognosis of surgical intervention on the human body.

CONTENT/RANGE STATEMENT

Joint disease
Musculo-skeletal trauma
Osseous disease
Development disorder
Hereditary disorders
Acquired deformity

SUGGESTED LEARNING ACTIVITIES

Lectures, tutorials, work experience, research, readings

COMPETENCY AREA

1.4.4.

Skill Level 3

Core Knowledge

LEARNING OUTCOME

Neurological Surgery

PERFORMANCE CRITERIA

Understand and recognise the indication, implication and effects of neurological surgery and the complications and prognosis of surgical intervention on the human body.

CONTENT/RANGE STATEMENT

Sympathectomy
Removal of neuroma
Neural repair

SUGGESTED LEARNING ACTIVITIES

Lectures, tutorials, work experience, research, readings

COMPETENCY AREA

1.4.5.

Skill Level 3

Core Knowledge

LEARNING OUTCOME

Podiatric Surgery

PERFORMANCE CRITERIA

Demonstrate judgement and skills in selecting patients suitable for surgery.
Discuss the technique and process involved in simple nail surgery and verrucae excision.
Recognise post-operative complications and refer as appropriate.

CONTENT/RANGE STATEMENT

Theatre protocol
Infection control
Local analgesia
Surgical technique
Preparation of the surgical suite
Nail matrix sterilisation
Blunt dissection of verruca

SUGGESTED LEARNING ACTIVITIES

Clinical practice
Lectures
Tutorials
Reading

COMPETENCY AREA

1.5

Skill Level 3

Core Knowledge

LEARNING OUTCOME

Primary Podiatric Medicine

PERFORMANCE CRITERIA

Demonstrate a full and fundamental understanding and apply knowledge of aetiology, pathology, diagnosis, treatment, prognosis (short and long-term), management (short and long-term) and the referral process as it pertains to podiatric medicine.

CONTENT/RANGE STATEMENT

- 1.5.1 Podiatric theory
- 1.5.2 Functional anatomy
- 1.5.3 Physical therapy
- 1.5.4 Radiography
- 1.5.5 Podiatric therapeutics

SUGGESTED LEARNING ACTIVITIES

Clinical, tutorials, lectures, readings, research

COMPETENCY AREA

1.5.1

Skill Level 3

Core Knowledge

LEARNING OUTCOME

Podiatric Theory

PERFORMANCE CRITERIA

Demonstrate an appropriate understanding and apply knowledge of the aetiology, pathology, diagnosis, treatment, prognosis (short and long-term), management (short and long-term), referral process in each of the following subject areas.

CONTENT/RANGE STATEMENT

Arthritis
Diabetes
Dermatological and collagen disorders
Lymphatic conditions affecting the lower limb
Vascular conditions affecting the lower limb
Musculoskeletal conditions of the lower back and limbS
Congenital and acquired conditions of the lower limb, foot and toes
Neurological

SUGGESTED LEARNING ACTIVITIES

Clinical, tutorials, lectures, readings, research

Core Knowledge

LEARNING OUTCOME

Functional Anatomy

PERFORMANCE CRITERIA

Demonstrate an understanding, clinical application and interpretation of findings pertaining to functional anatomy.

CONTENT/RANGE STATEMENT

Podiatric Biomechanics

Normal and abnormal structure and function of the lower limb and foot

Mechanical laws

Tissue mechanics and stress models in bone, connective and soft tissues

Gait Analysis

Patient examination and examination methodology

Recognising deformity

Interpretation of examination results

Application of treatment relative to examination results

Recording results of examination

Use of equipment

Communicating results

Effect of abnormal structure on function of body as a whole

Orthosis and prescription

Understanding of orthosis function and manufacture

Orthopaedic appliances and footwear prescription

Sports and general footwear prescription

SUGGESTED LEARNING ACTIVITIES

Lectures, tutorials, workshops, labs, research

COMPETENCY AREA

1.5.3

Skill Level 3

Core Knowledge

LEARNING OUTCOME

Physical Therapy

PERFORMANCE CRITERIA

Understand and apply physiotherapeutic modalities in the management and treatment of conditions, diseases and trauma affecting the foot and lower leg.

CONTENT/RANGE STATEMENT

Appropriate therapeutic modalities pertaining to podiatry.

SUGGESTED LEARNING ACTIVITIES

Practical and clinical application, tutorials, lectures, work experience
Workshops

COMPETENCY AREA

1.5.4

Skill Level 3

Core Knowledge

LEARNING OUTCOME

Radiography

PERFORMANCE CRITERIA

Demonstrate an understanding of the safe and appropriate use of X-ray equipment approved for podiatry.
Demonstrate an ability to read and interpret X-rays.

CONTENT/RANGE STATEMENT

Prescribe correct views.
Understand physics of X-rays.
Understand how radiographic development process works.
Understand legal requirements.
Interpret X-rays (differential diagnosis, know when to refer)

SUGGESTED LEARNING ACTIVITIES

Practical, lectures, tutorials, readings, research

COMPETENCY AREA

1.5.5

Skill Level 3

Core Knowledge

LEARNING OUTCOME

Podiatric Therapeutics

PERFORMANCE CRITERIA

Understand and apply the principles of therapeutic modalities used in podiatric medicine.

CONTENT/RANGE STATEMENT

Antibiotics	Anti-inflammatories
Antiseptics	Antimicrobials
Rubefacients	Antihistamines
Caustics	Styptics
Analgesics	Emollients
Acids	Antipruritics
Anaesthetics	Haemostatics
Astringents	

SUGGESTED LEARNING ACTIVITIES

Workshops, lectures, tutorials, research

Core Knowledge

LEARNING OUTCOME

Research

PERFORMANCE CRITERIA

Understand and apply the research process and its application in the field of podiatry.

CONTENT/RANGE STATEMENT

Epidemiology (see Epidemiology 1.6.2)

Research Processes

Establish methodology
Investigate legal requirements (ethical approval, Privacy Act)
Research design
Consult with appropriate mentor (statistician)
Undertake literature review
Seek funding
Critique
Use information technology
Interpret results
Obtain suitable research mentor or supervisor
Record results
Present results
Publish results
Social orientation and research

SUGGESTED LEARNING ACTIVITIES

Do literature review
Undertake a small survey and process results

COMPETENCY AREA

1.6.1

Skill Level 2

Core Knowledge

LEARNING OUTCOME

Statistics

PERFORMANCE CRITERIA

Process, interpret and apply basic statistics.

CONTENT/RANGE STATEMENT

Qualitative measurement
Quantitative measurement
Principles of probability
Spread sheet analysis
Statistical interpretation
Statistical application
Recording statistical information
Random sample
Interpreting results

SUGGESTED LEARNING ACTIVITIES

Tutorial, lectures, reading, practical

COMPETENCY AREA

1.6.2

Skill Level 2

Core Knowledge

LEARNING OUTCOME

Epidemiology

PERFORMANCE CRITERIA

Understand and apply the principles of epidemiologic studies in order to determine the occurrence, incidence and causation of diseases affecting the human lower limb and foot and also apply epidemiologic criteria for causation and importance of control.

CONTENT/RANGE STATEMENT

Principles of epidemiologic study
Measurement of health and disease
Types of epidemiologic study and its interpretation (cross-sectional, case control, cohort, interventions)
Principles of causation
Evidence-based healthcare
Demographic studies
Ethnographic studies

SUGGESTED LEARNING ACTIVITIES

Tutorial, lectures, reading, practical

COMPETENCY AREA 1.7**Skill Level 2-3**

Core Knowledge

LEARNING OUTCOME

Information Technology

PERFORMANCE CRITERIA

Understand the principles of information technology as it applies to the practice of podiatry.

CONTENT/RANGE STATEMENT

		Skill Level
Library Systems		3
Computers	Internet sourcing, E-mail, WWW, information services, forums, mailing lists, record-keeping, database, software, practice administration	2
Fax	external and internal	3
Copier	scanner and printer	3
Telephone systems	internal, mobile, connection with home base, network, conference calls	3
Video conferencing		2
AV equipment	slide projectors, computer presentations, overhead Projector, video recorder	2

SUGGESTED LEARNING ACTIVITIES

Lectures, tutorials, practical, reading, research, searches

COMPETENCY AREA

1.8

Skill Level 3

Core Knowledge

LEARNING OUTCOME

Practice Management

PERFORMANCE CRITERIA

Demonstrate the necessary skills to effectively manage a podiatry practice.

CONTENT/RANGE STATEMENT

Communicate using appropriate correspondence and technology with patients, staff, other health care professionals, community interest groups, other non-health care professionals.

Manage patients, staff, stock, accounts and banking, premises, equipment and plant.

Keeping patient records, accounting record , records of wages and stock using appropriate correspondence and technology.

Observe legal requirements.

SUGGESTED LEARNING ACTIVITIES

Role play, workshops, lectures, tutorials, work experience, practical

COMPETENCY AREA: Practice as a professional

- 2.1 Demonstrate an understanding of the health care system**
- 2.2 Recognise the role of professional organisations**
- 2.3 Respect social and cultural values**
- 2.4 Recognise professional limitations**
- 2.5 Manage stress**
- 2.6 Maintain ethical standards**
- 2.7 Apply Board's Code of Practice**
- 2.8 Promote a professional image**
- 2.9 Develop professionally**

COMPETENCY AREA 2.1

Skill Level 3

Practice as a professional

LEARNING OUTCOME

Demonstrate an understanding of the health care system

PERFORMANCE CRITERIA

Summarise the health care system and source relevant legislation

CONTENT/RANGE STATEMENT

New Zealand healthcare system
Podiatry within the New Zealand healthcare system
Legislative requirements
Role of registration Board

SUGGESTED LEARNING ACTIVITIES

Lectures, guest speakers, reading of relevant legislation

Practice as a professional

LEARNING OUTCOME

Recognise the role of professional organisations

PERFORMANCE CRITERIA

Recognise and gain access to professional organisations.

CONTENT/RANGE STATEMENT

Professional bodies

SUGGESTED LEARNING ACTIVITIES

Guest speakers
Attendance at meetings, conferences etc.

COMPETENCY AREA 2.3

Skill Level 3

Practice as a professional

LEARNING OUTCOME

Respect social and cultural values

PERFORMANCE CRITERIA

Treat all patients, colleagues, and staff with respect.

CONTENT/RANGE STATEMENT

Treaty of Waitangi
Religion
Special Needs
Socioeconomic
Gender
Cultural
Age
Sexual orientation

SUGGESTED LEARNING ACTIVITIES

Seminar and workshop
Role play

COMPETENCY AREA 2.4

Skill Level 3

Practice as a professional

LEARNING OUTCOME

Recognise professional limitations

PERFORMANCE CRITERIA

The medical fitness of a registrant must conform with requirements legally determined from time to time by current legislation.
The registrant must practice within the scope of his or her training.

CONTENT/RANGE STATEMENT

No substantiated negative reports from colleagues.
No substantiated negative reports from patients.

SUGGESTED LEARNING ACTIVITIES

Reading
Regular contact with peers
GP visit

COMPETENCY AREA 2.5

Skill Level 2-3

Practice as a professional

LEARNING OUTCOME

Manage Stress

PERFORMANCE CRITERIA

	Skill Level
Describe likely stressful situations	3
Identify signs of stress in oneself and others	2
Take appropriate measures to deal with stress	3

CONTENT/RANGE STATEMENT

External and internal stresses
Stress management

SUGGESTED LEARNING ACTIVITIES

Problem-based teaching
Role play and case studies

COMPETENCY AREA

2.6

Skill Level 3

Practice as a professional

LEARNING OUTCOME

Maintain ethical standards

PERFORMANCE CRITERIA

Understand and apply the Board's Code of Ethics.

CONTENT/RANGE STATEMENT

Respect patient privacy.
Refrain from criticising colleagues.
Uphold the Board's Code of Ethics.
Uphold ethical principles.

SUGGESTED LEARNING ACTIVITIES

Seminar and workshop
Role play

COMPETENCY AREA 2.7

Skill Level 3

Practice as a professional

LEARNING OUTCOME

Apply Board's Code of Practice

PERFORMANCE CRITERIA

The registrant must: demonstrate an understanding of the Board's Code of Practice and be able to implement it.

CONTENT/RANGE STATEMENT

New Zealand Podiatrists Board Code of Practice

SUGGESTED LEARNING ACTIVITIES

Reading, lecturing

COMPETENCY AREA 2.8

Skill Level 3

Practice as a professional

LEARNING OUTCOME

Promote a professional image

PERFORMANCE CRITERIA

Present a high standard of personal integrity.
Present a high standard of personal hygiene and grooming.

CONTENT/RANGE STATEMENT

Concept of professionalism
Self presentation

SUGGESTED LEARNING ACTIVITIES

Seminars
Dress code for clinical training
Tutors example

COMPETENCY AREA

2.9

Skill Level 3

Practice as a professional

LEARNING OUTCOME

Develop professionally

PERFORMANCE CRITERIA

As determined by current legislation, participate in continued education and professional development

CONTENT/RANGE STATEMENT

Communicate effectively with peers, staff, patients and other health care professionals.
Demonstrate appropriate professional behaviour.
Source research material and evaluate research papers.
Define research and undertake a literature review.
Demonstrate an understanding of the research process.
Know limitations and seek advice when appropriate.
Identify need to use new technology.
Demonstrate the use of new technology.
Access required resources.
Recognise and act upon the need for continuing education.
Support peers in their acquisition of knowledge, skills and attitudes.
Participate in personal development programmes and seminars.
Recognise the need to attend conferences.

SUGGESTED LEARNING ACTIVITIES

Lectures, guest speakers, reading, research, work experience, observation, role play, workshops

COMPETENCY AREA: Communicate

3.1 Exhibit Written and Oral Communication Skills

3.2 Use Appropriate Information Technology

3.3 Establish, Maintain and Interpret Records

3.4 Report

3.5 Demonstrate Inter Personal Communication

3.6 Maintain Inter/Intra Professional Relationships

COMPETENCY AREA

3.1

Skill Level 3

Communicate

LEARNING OUTCOME

Exhibit written and oral communication skills

PERFORMANCE CRITERIA

Demonstrate written and verbal skill in professional communications.

CONTENT/RANGE STATEMENT

Speeches
Regular meetings
Handouts
Memos

SUGGESTED LEARNING ACTIVITIES

Lectures, tutorials, role play

COMPETENCY AREA

3.2

Skill Level 2

Communicate

LEARNING OUTCOME

Use appropriate information technology

PERFORMANCE CRITERIA

The registrant must have a fundamental understanding of appropriate information technology for podiatric practice

CONTENT/RANGE STATEMENT

Types of communication equipment
(computers, spreadsheets, faxes, modems, e-mail, Internet)

SUGGESTED LEARNING ACTIVITIES

Computer workshops

COMPETENCY AREA

3.3

Skill Level 3

Communicate

LEARNING OUTCOME

Establish, maintain and interpret records

PERFORMANCE CRITERIA

The registrant must:

- Keep accurate and detailed records
- Keep patient notes and results
- Establish and maintain written procedures and forms
- Compile and use data
- Understand ACC requirements
- Understand and use communication technology

CONTENT/RANGE STATEMENT

- Confidentiality
- Regular meetings
- Types of reports
- Methods of reports
- Read correspondence

SUGGESTED LEARNING ACTIVITIES

Workshops, role play, practical, lectures

COMPETENCY AREA

3.4

Skill Level 3

Communicate

LEARNING OUTCOME

Report

PERFORMANCE CRITERIA

Report information, facts, figures and statistics
Undertake information presentations
Write and communicate orally with appropriate allied health professions
Administer documents
Use communication skills

CONTENT/RANGE STATEMENT

Computer skills
Storage and retrieval
Meetings

SUGGESTED LEARNING ACTIVITIES

Lectures, tutorials, practical, reading

COMPETENCY AREA

3.5

Skill Level 3

Communicate

LEARNING OUTCOME

Demonstrate inter-personal communication

PERFORMANCE CRITERIA

Use inter-personal skills
Deal with cultural issues sensitively
Understand the implications of the Treaty of Waitangi
Generate empathy
Use listening and verbal skills
Consider patients' needs
Establish peer, personal and professional relationships

CONTENT/RANGE STATEMENT

Journals and periodicals
Seminars
Special needs patients
Treaty of Waitangi documents

SUGGESTED LEARNING ACTIVITIES

Role play, workshops, interview skills, practical

COMPETENCY AREA 3.6

Skill Level 3

Communicate

LEARNING OUTCOME

Maintain inter/intra professional relationships

PERFORMANCE CRITERIA

Establish working relationships
Establish lines of communication
Work with peer groups and allied health professionals
Project a professional image

CONTENT/RANGE STATEMENT

Memos
Meetings
Seminars
Conferences

SUGGESTED LEARNING ACTIVITIES

Role play, workshops, practical, seminars

COMPETENCY AREA:

Diagnose

4.1 Interview and Consult

4.2 Examine

4.3 Test

4.4 Differentiate

4.5 Communicate Results

COMPETENCY AREA 4.1

Skill Level 3

Diagnose

LEARNING OUTCOME

Ability to interview and consult

PERFORMANCE CRITERIA

Establish rapport with patient
Ascertain reason for visit through verbal communication or from written referral
Observe physical characteristics
Obtain general medical history and ascertain current therapies including drugs

CONTENT/RANGE STATEMENT

Note gait, footwear, weight, demeanour, age, ethnicity, past podiatric history

SUGGESTED LEARNING ACTIVITIES

Practical clinical sessions, role play, observation, work experience, peer review

COMPETENCY AREA 4.2

Skill Level 3

Diagnose

LEARNING OUTCOME

Examine

PERFORMANCE CRITERIA

Conduct physical examination
Record the results accurately
Arrange further investigations if necessary

CONTENT/RANGE STATEMENT

Observe physical characteristics such as pain (onset, duration, occurrence, incidence), skin texture, temperature, colour, hair growth, nail growth
Vascular assessment
Neurological assessment
Presence or absence of infection
Bio-mechanical assessment
Presenting symptoms

SUGGESTED LEARNING ACTIVITIES

Practical, tutorial, lectures, reading, research

COMPETENCY AREA 4.3

Skill Level 3

Diagnose

LEARNING OUTCOME

Test

PERFORMANCE CRITERIA

Determine the need for further diagnostic investigations and tests
Perform tests covered by core knowledge competency
Interpret results of diagnostic tests
Refer to allied health professionals as necessary

CONTENT/RANGE STATEMENT

Could include:
Clinical chemistry and laboratory tests
Non-invasive vascular assessment
Radiographic investigations
Microbiology
Pathology and biopsy
Bio-mechanical assessment and gait analysis
Neurological assessment

SUGGESTED LEARNING ACTIVITIES

Practical, labs, lectures, tutorials, workshops

COMPETENCY AREA

4.4

Skill Level 3

Diagnose

LEARNING OUTCOME

Differentiate

PERFORMANCE CRITERIA

Recognise common medical pathologies.
Compare and contrast test results with physical examination results.
Establish a diagnosis.

CONTENT/RANGE STATEMENT

Core knowledge
Physical examination
Evaluate test results
Evaluate treatment to date

SUGGESTED LEARNING ACTIVITIES

Practical, lecture, tutorials, workshop

COMPETENCY AREA 4.5

Skill Level 3

Diagnose

LEARNING OUTCOME

Communicate results

PERFORMANCE CRITERIA

The registrant must be able to inform patient of findings, giving consideration to ethical, financial and legal implications

CONTENT/RANGE STATEMENT

Be sensitive to patients understanding and perception.
Disclose full costs involved in procedures likely to be undertaken.
Use terminology appropriate for patients level of understanding.

SUGGESTED LEARNING ACTIVITIES

Role play, workshops, practical, work experience

COMPETENCY AREA:**Effect treatment**

- 5.1 Manage medical emergencies
- 5.2 Ensure safe practices
- 5.3 Demonstrate appropriate use of equipment
- 5.4 Predict patient outcomes
- 5.5 Provide options and negotiate
- 5.6 Implement appropriate treatment
- 5.7 Obtain informed consent
- 5.8 Utilise resources
- 5.9 Provide written instructions when necessary
- 5.10 Prescribe as required
- 5.11 Follow up as required
- 5.12 Refer appropriately

COMPETENCY AREA

5.1

Skill Level 3

Effect treatment

LEARNING OUTCOME

Manage medical emergencies

PERFORMANCE CRITERIA

Demonstrate knowledge, understanding and management of medical emergencies

CONTENT/RANGE STATEMENT

Design emergency procedure routines and guidelines for practice
Inform staff of procedures
Administer adrenalin

SUGGESTED LEARNING ACTIVITIES

Update courses on a biennial basis
Practical demonstrations, lecture, reading, research

COMPETENCY AREA

5.2

Skill Level 3

Effect treatment

LEARNING OUTCOME

Ensure safe practice

PERFORMANCE CRITERIA

Practice according to the Board's Code of Practice

CONTENT/RANGE STATEMENT

Disinfection
Sterilisation
Premises
Patient safety

SUGGESTED LEARNING ACTIVITIES

Practical, lectures, reading, research

COMPETENCY AREA

5.3

Skill Level 3

Effect treatments

LEARNING OUTCOME

Demonstrate appropriate use of equipment

PERFORMANCE CRITERIA

Demonstrate safe operation of equipment in appropriate situations

CONTENT/RANGE STATEMENT

Instrument use, electrical cords and cabling
Nail drills
X-Ray equipment
Safe practice
Diathermy
Biothesiometer
Treadmill

SUGGESTED LEARNING ACTIVITIES

Clinical experience

COMPETENCY AREA

5.4

Skill Level 3

Effect treatments

LEARNING OUTCOME

Predict patient outcomes

PERFORMANCE CRITERIA

Correlate the clinical evaluation of the patient with the likely treatment options to predict alternative outcomes.

CONTENT/RANGE STATEMENT

Based on core knowledge, clinical experience, patient needs
Classification of signs and symptoms
Discriminate and comparison treatment option
Treatment implications relative outcome
Drug interaction effects
Significance of long-term management

SUGGESTED LEARNING ACTIVITIES

Practical, workshops, role play

COMPETENCY AREA

5.5

Skill Level 3

Effect treatments

LEARNING OUTCOME

The registrant must be able to provide options and negotiate an appropriate treatment regime

PERFORMANCE CRITERIA

Demonstrate knowledge of various treatment regimes, giving consideration to time, finance and patient commitment. and negotiate with the patient to establish a mutually agreeable course of action.

CONTENT/RANGE STATEMENT

Core knowledge
Patient constraints

SUGGESTED LEARNING ACTIVITIES

Role play, workshops, clinical practice

COMPETENCY AREA

5.6

Skill Level 3

Effect treatments

LEARNING OUTCOME

Implement appropriate treatment

PERFORMANCE CRITERIA

Implement treatment safely appropriately using knowledge of core subjects

CONTENT/RANGE STATEMENT

Refer to:

1. Core knowledge
2. Practice as a professional
3. Communicate
4. Diagnose
5. Educate

SUGGESTED LEARNING ACTIVITIES

Tutorials, lectures, clinical, workshops, reading, research

COMPETENCY AREA

5.7

Skill Level 3

Effect treatments

LEARNING OUTCOME

Obtain informed consent

PERFORMANCE CRITERIA

Define informed consent in relation to patient's well-being; identify the occasions when informed consent is required; elicit informed consent as appropriate; understand relevant legal requirements related to informed consent and differences between informed consent for treatment and research

CONTENT/RANGE STATEMENT

Informed consent (e.g. when the patient is at risk)
Case studies where informed consent is required

SUGGESTED LEARNING ACTIVITIES

Lecture, tutorials, practical experience

COMPETENCY AREA

5.8

Skill Level 3

Effect treatment

LEARNING OUTCOME

Utilise resources

PERFORMANCE CRITERIA

Gain access to appropriate information and materials for desired treatment and use and confer with associated health professionals and colleagues as required.

CONTENT/RANGE STATEMENT

Desired treatments
Time management
Associated health professionals
Material, information, equipment
External agencies, (e.g. orthotic labs, X-ray, medical laboratories, libraries, information databases)

SUGGESTED LEARNING ACTIVITIES

Work experience, lectures, practical, tutorials, workshops

COMPETENCY AREA

5.9

Skill Level 3

Effect treatment

LEARNING OUTCOME

Provide written instructions when necessary

PERFORMANCE CRITERIA

Demonstrate knowledge of underlying therapies and continuing treatment requirements.

CONTENT/RANGE STATEMENT

Continuity of care

SUGGESTED LEARNING ACTIVITIES

Lectures, tutorials, research, reading, comparisons

COMPETENCY AREA

5.10

Skill Level 3

Effect treatment

LEARNING OUTCOME

Prescribe as required

PERFORMANCE CRITERIA

Demonstrate knowledge of underlying conditions, treatment and application and its effects

CONTENT/RANGE STATEMENT

Orthotic therapy
Drug therapy
Physical therapy

SUGGESTED LEARNING ACTIVITIES

Practical, lectures, tutorials, research, reading, work experience

COMPETENCY AREA

5.11

Skill Level 3

Effect treatments

LEARNING OUTCOME

Follow up (as required)

PERFORMANCE CRITERIA

Determine when follow-up is required according to treatment protocol.

CONTENT/RANGE STATEMENT

Treatment follow-up
Patient safety
Time

SUGGESTED LEARNING ACTIVITIES

Practical, lectures, tutorials, workshops

COMPETENCY AREA

5.12

Skill Level 3

Effect treatment

LEARNING OUTCOME

Refer appropriately

PERFORMANCE CRITERIA

The registrant must be able to recognise the profession's limitations, the limitations of his or her skills and demonstrate knowledge of allied health professionals scope of practice.

CONTENT/RANGE STATEMENT

Government departments (e.g. Income Support Services)
GP
Laboratories
Radiology
Surgeons
Dermatologists and other medical specialists
Community health
Podiatrists

SUGGESTED LEARNING ACTIVITIES

Practical, tutorial, lectures

COMPETENCY AREA:

Educate

6.1 Train Staff

6.2 Advise on Footwear

6.3 Advise on Foot Health and related Disorders

6.4 Inform other Health Professionals

6.5 Recommend Preventative Care

6.6 Counsel

COMPETENCY AREA

6.1

Skill Level 2

Educate

LEARNING OUTCOME

Train staff

PERFORMANCE CRITERIA

Establish good working relationships.
Promote high standards.
Apply safe practice.
Communicate on all levels.
Negotiate contracts.

CONTENT/RANGE STATEMENT

Documents (e.g. Codes of Ethics and Practice)
CPR and emergency procedures reviewed biennially

SUGGESTED LEARNING ACTIVITIES

Workshops
Seminars
Tutorials
In-house training

COMPETENCY AREA

6.2

Skill Level 3

Educate

LEARNING OUTCOME

Advise on footwear

PERFORMANCE CRITERIA

Educate and inform people on footwear.
Understand shoe construction and materials.
Understand shoe modification.
Identify footwear in the market place.
Liaise with manufacturers and retailers.
Compile information on shoes.

CONTENT/RANGE STATEMENT

Leaflets
Sample footwear

SUGGESTED LEARNING ACTIVITIES

Communication
Demonstration

COMPETENCY AREA

6.3

Skill Level 3

Educate

LEARNING OUTCOME

Advise on foot health

PERFORMANCE CRITERIA

Instruct and advise on all foot problems and related disorders.
Identify foot problems and related disorders.
Diagnose.

CONTENT/RANGE STATEMENT

Journals and periodicals
Pamphlets
Core Knowledge
Practice as Professional
Communicate
Diagnose
Effect Treatment

SUGGESTED LEARNING ACTIVITIES

Lectures
Seminars
Workshops
Conferences
Research
Critique

COMPETENCY AREA

6.4

Skill Level 3

Educate

LEARNING OUTCOME

Inform other health professionals

PERFORMANCE CRITERIA

Educate and inform other health professionals and interest groups.
Communicate in writing proficiently.
Be professional in attitudes and approaches.

CONTENT/RANGE STATEMENT

Faxes, e-mail, computer, telephone, overhead projector, slide projector, computer presentation technology

SUGGESTED LEARNING ACTIVITIES

Seminars and tutorials
Mentors
Role plays and group discussion
Debates

COMPETENCY AREA

6.5

Skill Level 3

Educate

LEARNING OUTCOME

Recommend Preventative Care

PERFORMANCE CRITERIA

Instruct and advise on all foot problems and related disorders.
Exhibit proficiency in all aspects of foot health and related disorders.
Apply infection control.
Provide information on foot health and related disorders.
Inform and instruct patients.
Seek allied professional advice.

CONTENT/RANGE STATEMENT

Journals, periodicals, information leaflets

SUGGESTED LEARNING ACTIVITIES

Seminars
Conferences

COMPETENCY AREA

6.6

Skill Level 3

Educate

LEARNING OUTCOME

Counsel

PERFORMANCE CRITERIA

Be perceptive towards people.
Demonstrate good communication skills.
Liaise with peers.
Show sensitivity and respect.
Demonstrate listening abilities.
Seek advice on behavioural needs.

CONTENT/RANGE STATEMENT

Cross-cultural sensitivity
Assertiveness training
Utilisation of health service

SUGGESTED LEARNING ACTIVITIES

Seminars
Role plays
Workshops

COMPETENCY AREA: Manage

- 7.1 **Maintain Plant**
- 7.2 **Maintain Premises**
- 7.3 **Access Reference Material**
- 7.4 **Manage Time**
- 7.5 **Manage Staff**
- 7.6 **Demonstrate an Understanding of Partnership (Professional)**
- 7.7 **Negotiate Contracts**
- 7.8 **Communicate with Practitioner/s**
- 7.9 **Liaise with Allied Professionals**
- 7.10 **Implement Accounting System**
- 7.11 **Keep Records**
- 7.12 **Plan Finances or seek Financial Advice**
- 7.13 **Manage Patients**

COMPETENCY AREA

7.1

Skill Level 2

Manage

LEARNING OUTCOME

Maintain plant

PERFORMANCE CRITERIA

Maintain regular checking and reviewing system according to recommended maintenance schedule
Demonstrate knowledge of minimum requirements related to equipment

CONTENT/RANGE STATEMENT

Plant and equipment maintenance
Manufacturer's specifications
Suppliers and repair agencies

SUGGESTED LEARNING ACTIVITIES

Tutorials
Workshops
Practical

COMPETENCY AREA

7.2

Skill Level 2

Manage

LEARNING OUTCOME

Maintain premises

PERFORMANCE CRITERIA

Maintain premises at an appropriate standard for the profession
Maintain regular checking and review of system

CONTENT/RANGE STATEMENT

Plant and equipment maintenance
Manufacturers specifications
Suppliers and repair agencies

SUGGESTED LEARNING ACTIVITIES

Workshops
Tutorials

COMPETENCY AREA

7.3

Skill Level 3

Manage

LEARNING OUTCOME

Access reference material

PERFORMANCE CRITERIA

Identify sources of appropriate reference material for the type of practice.
Access information systems.

CONTENT/RANGE STATEMENT

Libraries
Information technology
Information sources

SUGGESTED LEARNING ACTIVITIES

Use of library and other resources

COMPETENCY AREA

7.4

Skill Level 3

Manage

LEARNING OUTCOME

Manage time

PERFORMANCE CRITERIA

Allocate time to suit activities (i.e. priorities)

CONTENT/RANGE STATEMENT

Time management
Systems management
Priority setting

SUGGESTED LEARNING ACTIVITIES

Tutorial, problem based teaching
Field experience

COMPETENCY AREA

7.5

Skill Level 2-3

Manage

LEARNING OUTCOME

Manage staff

PERFORMANCE CRITERIA

	Skills Levels
Prepare job descriptions, letters of appointment	3
Demonstrate knowledge of legal requirements related to hiring, disciplinary action, dismissal	2
Identify skill needs and arrange suitable staff training	3

CONTENT/RANGE STATEMENT

Human resource management
Employers responsibilities

SUGGESTED LEARNING ACTIVITIES

Tutorials
Guest speakers

COMPETENCY AREA

7.6

Skill Level 3

Manage

LEARNING OUTCOME

Demonstrate understanding of professional partnership

PERFORMANCE CRITERIA

Demonstrate understanding of legal obligations and liabilities of partners and formal mechanisms for establishing and dissolving partnerships.

CONTENT/RANGE STATEMENT

Law of partnerships
Communication and negotiation skills

SUGGESTED LEARNING ACTIVITIES

Tutorial
Role play

COMPETENCY AREA **7.7**

Skill Level 2

Manage

LEARNING OUTCOME

Negotiate contracts

PERFORMANCE CRITERIA

Demonstrate knowledge of basic contracting principles.
Demonstrate negotiation skills to achieve win-win solutions.

CONTENT/RANGE STATEMENT

Negotiation skills
Principles of contracting

SUGGESTED LEARNING ACTIVITIES

Workshops, tutorial

COMPETENCY AREA

7.8

Skill Level 3

Manage

LEARNING OUTCOME

Communicate with practitioners
(within the practice of shared premises etc.)

PERFORMANCE CRITERIA

Provide written and oral reports on patients being referred.
Maintain communication on a professional level.

CONTENT/RANGE STATEMENT

Communication skills

SUGGESTED LEARNING ACTIVITIES

Tutorial, role plays

COMPETENCY AREA

7.9

Skill Level 3

Manage

LEARNING OUTCOME

Liaise with allied professionals

PERFORMANCE CRITERIA

Provide written and oral reports on patients being referred.
Resolve differences of opinion about treatment regimes for patients.

CONTENT/RANGE STATEMENT

Report writing
Presentation skills
Assertiveness training
Conflict management

SUGGESTED LEARNING ACTIVITIES

Tutorial
Role play

COMPETENCY AREA

7.10

Skill Level 2

Manage

LEARNING OUTCOME

Implement accounting system

PERFORMANCE CRITERIA

Run cash book, keep track of receipts etc.
Manage cash received, banking.
Control expenditure against budget.
Keep track of GST and other legal obligations.
Prepare and present financial statements.
Demonstrate knowledge of sources of professional advice.

CONTENT/RANGE STATEMENT

Accounting systems for small businesses
Where to go for advice

SUGGESTED LEARNING ACTIVITIES

Tutorials
Guest speakers
Practical

COMPETENCY AREA

7.11

Skill Level 3

Manage

LEARNING OUTCOME

Keep records (financial, patient, personnel)

PERFORMANCE CRITERIA

Implement an accounting system, to reflect the financial transactions of the practice
Set up a patient record system, covering medical history, Diagnosis, treatment, medication prescribed, follow-up
Set up personnel record system to meet legal requirements

CONTENT/RANGE STATEMENT

Accounting systems
Patient record systems
Staff (human resources)

SUGGESTED LEARNING ACTIVITIES

Tutorial
Clinical experience

COMPETENCY AREA

7.12

Skill Level 2

Manage

LEARNING OUTCOME

Plan finances or seek financial advice

PERFORMANCE CRITERIA

Develop a plan of expenditure (wages, tax etc.) and projected income
Set priorities and allocate resources
Negotiate lease agreements etc.
Demonstrate knowledge of sources of professional advice

CONTENT/RANGE STATEMENT

Financial planning
Goal setting, priority setting
Negotiation skills
Where to go for advice

SUGGESTED LEARNING ACTIVITIES

Tutorials
Guest speakers

COMPETENCY AREA

7.13

Skill Level 3

Manage

LEARNING OUTCOME

Manage patient

PERFORMANCE CRITERIA

Set up a patient appointment system
Provide culturally appropriate services
Manage patient referrals and reports

CONTENT/RANGE STATEMENT

Patient record systems
Treaty of Waitangi, social and cultural values
Report writing skills

SUGGESTED LEARNING ACTIVITIES

Clinical
Tutorial
Workshop
Role play

COMPETENCY AREA:

Administrate

8.1 Maintain Supplies and Stock

8.2 Implement Contracts

8.3 Prepare and Pay Wages

8.4 Complete Documents (form filing)

8.5 Bank

8.6 Keep Records

8.7 Correspond

8.8 Observe Legal Requirements

COMPETENCY AREA

8.1

Skill Level 3

Administrate

LEARNING OUTCOME

Ability to maintain supplies and stock levels

PERFORMANCE CRITERIA

Maintain stock levels
Maintain stock control

CONTENT/RANGE STATEMENT

Stock classifications
Record keeping practices
Record keeping procedures

SUGGESTED LEARNING ACTIVITIES

Tutorial
Role playing
Documents processes

COMPETENCY AREA

8.2

Skill Level 2

Administrate

LEARNING OUTCOME

Implement contracts

PERFORMANCE CRITERIA

Understand basic contracting principles.
Fulfill contractual responsibilities.

CONTENT/RANGE STATEMENT

Contracting, employment, legal, financial, legal obligations and considerations, ethnic, socio economic, age and gender considerations

SUGGESTED LEARNING ACTIVITIES

Tutorial
Lectures
Workshop

COMPETENCY AREA

8.3

Skill Level 3

Administrate

LEARNING OUTCOME

Prepare and pay wages

PERFORMANCE CRITERIA

Manage a payroll
Understand legal responsibilities

CONTENT/RANGE STATEMENT

PAYE procedures
Payroll systems
Employers responsibilities

SUGGESTED LEARNING ACTIVITIES

Workshops
Guest speakers
Tutorial

COMPETENCY AREA

8.4

Skill Level 3

Administrate

LEARNING OUTCOME

Complete documents (form filling)

PERFORMANCE CRITERIA

Demonstrate working knowledge of Accident Compensation Corporation, Income Support, Inland Revenue Department systems, and other organisations.

CONTENT/RANGE STATEMENT

Accident Compensation Corporation procedures and claims
Income Support
Inland Revenue Department

SUGGESTED LEARNING ACTIVITIES

Workshops
Mock-ups

COMPETENCY AREA

8.5

Skill Level 3

Administrate

LEARNING OUTCOME

Ability to bank

PERFORMANCE CRITERIA

Demonstrate a knowledge and understanding of banking transactions and services.
Undertake banking.

CONTENT/RANGE STATEMENT

Banking procedures

SUGGESTED LEARNING ACTIVITIES

Tutorials
Workshops

COMPETENCY AREA

8.6

Skill Level 3

Administrate

LEARNING OUTCOME

Keep records

PERFORMANCE CRITERIA

Develop accounting systems.
Understand financial transactions of the practice.
Develop patient record systems covering medical histories, diagnosis, treatment, medication prescribed, follow-up.
Ensure personnel record systems meet legal requirements.
Keep records.
Store records in compliance with current legal requirements.

CONTENT/RANGE STATEMENT

Legal requirements
Accounting principles
Medical requirements
Privacy Act

SUGGESTED LEARNING ACTIVITIES

Practical workshop
Role play
Patient management problems

COMPETENCY AREA

8.7

Skill Level 3

Administrate

LEARNING OUTCOME

Ability to correspond

PERFORMANCE CRITERIA

Use written communications.
Write reports.
Write referral letters.

CONTENT/RANGE STATEMENT

Written communications
Report writing

SUGGESTED LEARNING ACTIVITIES

Tutorial

COMPETENCY AREA

8.8

Skill Level 3

Administrate

LEARNING OUTCOME

Observe legal requirements

PERFORMANCE CRITERIA

Demonstrate a knowledge and understanding of the legal requirements related to the running of the practice as a small business, using available sources of advice and observing legal requirements.

CONTENT/RANGE STATEMENT

Legal requirements pertaining to:
Health and Disability Commission
Ministry of Health documents
Acts and Regulations
Council bylaws
Inland Revenue Department
Social Welfare
Contract law
Setting up a business
Occupational Safety and Health

SUGGESTED LEARNING ACTIVITIES

Tutorial, guest speakers, seminars, lectures, research

**COMPETENCY AREA:
ENSURE QUALITY ASSURANCE**

9.1 Apply Quality Assurance Measures

COMPETENCY AREA

9.1

Skill Level 2

Ensure quality assurance

LEARNING OUTCOME

Apply quality assurance measures

PERFORMANCE CRITERIA

Demonstrate an understanding and apply techniques of quality assurance in health care.
Implement quality assurance performance criteria to clinical practice.

CONTENT/RANGE STATEMENT

Define and understand the following terms:

Quality Control
Quality Assurance
Total Quality Control
Total Quality Management (see attached diagram)
ISO9001, ISO9002 and ISO9003 standards

SUGGESTED LEARNING ACTIVITIES

Guest speakers, reading
Applied models, eg case studies

THE ISO 9000 BOOK

High

Market Leadership

Low

Reactive → **Stability** → **Incremental Improvement** →
Revolutionary

Figure 2.4 ISO 9000 is at the very basic end of the quality evolution, providing stability and the minimum attributes for market survival.