

ESSA:

EXERCISE & SPORTS SCIENCE AUSTRALIA



ACCREDITED EXERCISE PHYSIOLOGIST **RURAL GENERALIST** **PROFESSIONAL STANDARDS** SUPPORT GUIDE

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Purpose

The 2023 Accredited Exercise Physiologist (AEP) Rural Generalist Professional Standards set the minimum standards for practice as an AEP working in a regional, rural and remote setting. They are high-level, outcome-focused standards that outline the additional capabilities required of an AEP Rural Generalist (RG).

The purpose of this guide is to support supervisors, course providers and AEPs undergoing RG training to understand the intent and context of the standards, as well as provide further details on clinical focus areas and expected outcomes.

This document includes:

- » Key concepts considered by the AEP Allied Health Rural Generalist Standards Working Group
- » Further details on clinical focus areas and expected outcomes
- » Professional Self-Care

This document should be read in conjunction with the AEP Rural Generalist Professional Standards as well as the AEP Professional Standards for Accreditation, AEP Scope of Practice documents and AEP Professional Standards for Accreditation Support Guide.

Overview

The framework for the AEP Rural Generalist Professional Standards adopts ESSA's strategic approach to the development of outcome-focused accreditation standards for AEPs. These standards are specifically designed to address the distinctive challenges encountered by exercise professionals operating in regional, rural, and remote areas. Such challenges encompass a wide range of factors, including but not limited to:

- » Limited access to healthcare resources
- » Limited staffing and support
- » Geographic isolation
- » Transportation challenges
- » Limited funding
- » Unique cultural and linguistic needs

As this is the initial version of the AEP Rural Generalist Professional Standards, a review will be conducted 12 months after the approval date to ensure continued relevance. Notably, these standards should not be viewed in isolation as the sole determining factor of competence, safety, or scope. Instead, they should be regarded as an integral component of ESSA's comprehensive self-regulatory framework, which includes professional practice standards, the Code of Professional Conduct & Ethical Practice, and Scope of Practice documents. By considering these broader elements, AEP RGs can ensure a comprehensive and robust approach to their practice.

Bloom's Taxonomy

In keeping with ESSA's Standards development and structure, Bloom's Taxonomy has been utilised within the AEP Rural Generalist Professional Standards

Each element begins with a Bloom's verb which guides the level and type of assessment expected. As these Standards build upon the AEP Professional Standards for Accreditation, it is expected that an AEP RG can perform at an elevated level and so this is reflected in the chosen Bloom's verbs.

Assessment Expectations

The AEP Rural Generalist Professional Standards include development objectives and sample activities/outputs to offer guidance within the educational framework developed by course providers. Level 1 focuses on the training stage, encompassing the foundational elements of AEP RG training. In this level, individuals acquire fundamental skills and knowledge to practice as an AEP RG, while building a strong understanding of the core principles. Level 2 represents the developmental stage, where individuals progress towards working autonomously and expanding their scope of practice as an AEP RG. At this level, emphasis is placed on cultivating leadership qualities, refining research capabilities, and advancing towards full-scope practice.

These examples are intended to support the educational process and serve as a foundation for course providers, supervisors, and accrediting bodies to further develop and expand upon. It is recommended that these stakeholders utilise the provided examples as a starting point to enhance and tailor assessments according to their specific needs and requirements.

Standards

The AEP Rural Generalist Professional Standards has focused on key professional focus areas that reflect the core areas of practice that AEP RGs may encounter in regional, rural, and remote settings.

Effective collaboration across disciplines (multidisciplinary), professions (interprofessional), and within the exercise physiology field itself (intraprofessional) is integral to the practice of AEP RGs.

The AEP Professional Standards – Rural Generalist includes 3 focus areas:

1. Prevention and Client Self-Management
2. Chronic Conditions
3. Mental Health

Each focus area consists of a guiding principle, individual elements, objective outcomes, and sample activities/outputs.

PROFESSIONAL FOCUS AREA 1 – PREVENTION AND CLIENT SELF-MANAGEMENT

The prevention and client self-management professional focus area is emphasised as a fundamental aspect of practice for AEPs operating in regional, rural, and remote settings. AEP RGs are expected to analyse, design, and develop tools that facilitate prevention and self-management, as indicated by the utilisation of top-tier Bloom's terms in the AEP RG Professional Standards. Given the distinctive challenges encountered in these settings, AEP RGs need to demonstrate creativity in their assessments, programming, and interventions to effectively address the specific needs and circumstances of individuals and communities within regional, rural, and remote areas. Key concepts captured here include:

- » Utilising appropriate tools that account for medical history, current health status and fitness levels.
- » Effective communication skills with other professionals, clients, their families, and the wider community.
- » Using a combination of assessments, creatively, to monitor the health status of clients.
- » Encouraging self-management relative to the resources and environment of the client.

Table 1. Guiding principle and example knowledge and skills for Prevention and Client Self-Management

GUIDING PRINCIPLE
An AEP RG empowers diverse clients and populations, including Aboriginal and Torres Strait Islander People, paediatric clients, and women, to proactively manage their health. They facilitate client self-management and cultivate a collaborative partnership by equipping clients with the essential tools, resources, and knowledge to make well-informed decisions regarding their health and fitness in the distinctive context of regional, rural, and remote settings.
EXAMPLE KNOWLEDGE AND SKILL COMPONENTS
<ul style="list-style-type: none"> » High-level ability to administer and interpret assessment tools accurately. With the ability to create assessment tools and/or adapt existing tools to suit the client, resources available and community needs » Collaborate with other professionals and the community to understand the type of presentations prevalent within the setting » Knowledge and understanding of the demographic within the community and ability to adjust strategies to meet their unique needs » Application of behaviour change determinants, principles, and theories with adaptations relative to the specific community settings » Ability to utilise other local health workers to provide in-person support. If and/or when technology access is limited

PROFESSIONAL FOCUS AREA 2 - CHRONIC CONDITIONS

Regional, rural, and remote communities are likely to experience elevated rates of chronic health conditions compared to metropolitan or urban areas. It is anticipated that an AEP RG will frequently encounter clients within the realm of chronic health conditions such as diabetes, heart disease, and arthritis. Within this professional focus area, AEP RGs need to comprehensively understand the prevalent chronic conditions within the specific setting they are working in. This entails developing strategies tailored to the unique characteristics of the setting to effectively manage these conditions. Additionally, rehabilitation considerations are also encompassed within this professional focus area.

Table 2. Guiding principle and example knowledge and skills for Chronic Conditions.

GUIDING PRINCIPLE
An AEP RG can identify, prevent, treat, and manage non-communicable chronic conditions by designing and delivering health and clinical exercise interventions in regional, rural, and remote settings. An AEP RG evaluates and adapts these interventions considering interactions between desired outcomes, their treatments, and the effects of exercise interventions in managing chronic and complex clinical presentations.

EXAMPLE KNOWLEDGE AND SKILL COMPONENTS

- » Utilise up-to-date, evidenced-based approaches via whole-person care that are adapted to the regional, rural, and remote contexts.
- » Employ core principles of case management and appropriate clinical reporting in the delivery of clinical, health and wellness, work conditioning and rehabilitation services within the boundaries of the ESSA AEP scope of practice and the healthcare system framework.
- » Examine the scope of exercise physiology practice in rehabilitation and return to optimised function environments; and the use and limitations in the use of common diagnostic tests to inform exercise prescription.
- » Design and employ safe, effective, and culturally safe assessments to collect relevant data on the client's health status, injury, and functional abilities.
- » Conduct comprehensive assessments such as, but not limited to, taking a detailed medical history, functional movement screenings, gait analysis, cardiorespiratory fitness assessment and balance and coordination assessment.
- » Provide education and guidance on exercises and activities including safe exercise progression, pain management strategies and strategies to reduce the risk of injury.
- » Understand collaborative care models and work within an interprofessional care team to provide comprehensive coordinated care to clients.
- » Develop whole-person communication strategies that aim to provide complex information in a way that clients, their families, and the community can understand.
- » Develop relationships with other professionals such as Educators, GPs, and dietitians to ensure that comprehensive care is provided.
- » Delegate tasks to allied health assistants, therapy assistants, disability support workers or Accredited Exercise Scientists, where appropriate.
- » Monitor clients' progress and adjust their program as needed to ensure they are progressing safely and effectively.
- » Provide a written summary outlining the key aspects and considerations of exercise physiology practice in rehabilitation settings.

PROFESSIONAL FOCUS AREA 3 - MENTAL HEALTH

The mental health professional focus area addresses the specific challenges that individuals residing in regional, rural, and remote settings may encounter. These challenges encompass various factors, including but not limited to:

- » Social isolation
- » Limited access to local mental health services
- » Cultural stigmas associated with seeking help for mental health issues

This professional focus area emphasises the ability of AEP RGs to comprehend mental health concerns within diverse populations, considering the impact of Alcohol and Other Drug (AAOD) use. AEP RGs are expected to apply this understanding when designing comprehensive care programs. These programs should consider the available resources, involve relevant healthcare professionals, and account for social and environmental factors. By addressing these aspects, AEP RGs can ensure holistic and tailored support for individuals in need of mental health assistance in regional, rural, and remote areas.

Table 3. Guiding principle and example knowledge and skills for Mental Health

GUIDING PRINCIPLE
<p>An AEP RG can design and implement evidence-based, safe, ethical, and practical exercise interventions for clients with and at risk of mental health conditions based on their knowledge of mental health conditions, co-morbidities, environmental factors, communication, and capacity. AEP RGs can monitor factors in a multidisciplinary mental health care team, within the context of a regional, rural, and remote setting.</p>
EXAMPLE KNOWLEDGE AND SKILL COMPONENTS
<ul style="list-style-type: none"> » Apply evidence-based principles and strategies when designing and implementing exercise interventions for clients with mental health conditions in regional, rural, and remote settings, ensuring the interventions are safe, ethical, and practical » Develop creative care programs that are tailored to the individual needs and goals of clients and consider the resources available in regional, rural, and remote settings » Possess an in-depth understanding of various mental health conditions, their associated symptoms, and limitations, and how exercise can be utilised as a supportive intervention » Use validated mental health screening tools to identify individuals who may be at risk of mental health concerns » Collaborate effectively with other healthcare professionals, such as mental health counsellors and primary care physicians, to provide coordinated and integrated care » Acknowledge and plan for potential communication barriers, such as poor internet connection » Apply inclusive, respectful, and effective communication strategies to educate clients on the benefits of exercise in reducing symptoms of anxiety and depression, increasing self-esteem, and improving cognitive health effects » Understand the impacts of alcohol and drugs on mental health and the role of exercise in mitigating these effects



Glossary

The glossary has been incorporated to offer further elaboration on the anticipated definitions of key terms/concepts within the rural generalist frameworks, along with ESSA's own expectations. They should be referenced in the first instance when questions arise about the meaning of phrases and terminology.

Content

Areas of Rural and Remote Practice

PAEDIATRICS

It is expected that AEP RGs should possess knowledge and expertise in working with paediatric clients. All the elements outlined in the key clinical focus areas of the standards need to be adjusted to include the paediatric population. Within these standards, paediatrics refers to the provision of health and well-being support for children and adolescents aged 0 to 18 years. While it is acknowledged that the health and well-being need of this age range can vary significantly, these standards encompass overarching principles. AEP RGs should demonstrate their ability to consider the unique physiological and developmental characteristics of the specific age group they are working with and customise their approach accordingly.

An AEP RG can design and implement exercise interventions and strategies, that support the needs of the paediatric client considering their age, growth, development, and health status.

Table 4. Development Objectives & Sample Activities/Outputs Paediatrics

DEVELOPMENT OBJECTIVES	SAMPLE ACTIVITIES/OUTPUTS
Assess the unique needs and challenges of paediatric clients in regional, rural, and remote practice settings, considering factors such as limited resources, access to facilities, and cultural considerations	Develop a collection of age-appropriate exercise resources and materials tailored for paediatric clients in remote areas, considering limited resources and equipment availability
Integrate knowledge of child development, growth patterns, and the impact of regional, rural, and remote contexts to develop customised exercise interventions for paediatric clients	Create an exercise program that incorporates culturally relevant activities and traditions to engage paediatric clients and their families in regional, rural, and remote communities
Design innovative and age-appropriate exercise strategies and interventions that address the specific needs of paediatric clients in regional, rural, and remote areas, while considering their age, growth, development, and health status	Develop and establish a referral network comprising of appropriate professionals, such as paediatricians, psychologists, and occupational therapists and refer onward when appropriate
Engage with local healthcare providers, community organisations, and families to establish partnerships and networks that support the delivery of exercise interventions for paediatric clients in regional, rural, and remote settings	

WOMEN'S HEALTH

It is expected that AEP RGs possess knowledge and competency in the area of Women's Health. All the elements within the key clinical focus areas mentioned in the standards will need to be adapted to include women's health considerations. Women's health, as referred to in these standards, encompasses the health and well-being support specific to females across their lifespans. This includes aspects related to:

- » Reproductive health
- » Hormonal changes
- » Pregnancy
- » Menopause
- » Other gender-specific health concerns

AEP RGs should demonstrate an ability to understand and address the unique physiological and psychosocial factors that impact women's health, tailoring programs accordingly. All aspects must consider the unique challenges faced by populations within regional, rural, and remote locations. These include:

- » Stigma and privacy concerns
- » Distance and availability of healthcare services
- » Cultural and social factors

Table 5. Development Objectives & Sample Activities/Outputs Women's Health

DEVELOPMENT OBJECTIVES	SAMPLE ACTIVITIES/OUTPUTS
Provide education on topics such as pelvic floor health, menopause, pregnancy, and postpartum care to empower women to make informed decisions regarding their health	Advocate for improved access to women's health services in regional, rural, and remote areas by engaging with policymakers, healthcare organisations, and community leaders
Adapt exercise and rehabilitation programs to meet the unique needs and circumstances of women in regional, rural, and remote locations	Refer clients to other professionals, where appropriate

NUTRITION

Nutrition is another area of practice that AEP RGs should possess foundational knowledge in. Nutrition, in these standards, encompasses the study of food and its impact on health, including dietary intake, nutritional requirements, and the role of nutrition in disease prevention and management. These elements should be considered as part of the intervention created and/or delivered by the AEP RG. AEP RGs should also demonstrate an understanding of the principles of nutrition, including:

- » Macronutrients
- » Micronutrients
- » Energy balance
- » Dietary guidelines

They should be able to provide appropriate nutrition recommendations, assess dietary patterns, and make necessary adjustments to support clients' health goals. All aspects must consider the unique challenges faced by populations within regional, rural, and remote locations. These include:

- » Limited access to fresh food and higher reliance on processed and less healthy foods
- » Higher cost associated with healthy foods
- » Limited nutrition education resources
- » Cultural and regional preferences

Table 6. Development Objectives & Sample Activities/Outputs Nutrition

DEVELOPMENT OBJECTIVES	SAMPLE ACTIVITIES/OUTPUTS
Understand and provide advice to clients based on the Australian Dietary Guidelines	Implement identified improvement strategies
Provide basic education on nutrition, including information about macro and micronutrients, portion sizes and healthy eating habits.	Refer clients to other professionals, where appropriate
Illustrate fundamental behaviour change determinants, principles, theories, and their application to improving client exercise adherence and lifestyle choices including exercise and nutrition.	
Distinguish when clients require specialised nutritional support	

AGED CARE

Recognising the importance of aged care for AEPs in rural, regional, and remote settings is essential and necessitates specific focus within the standards support guide. The standards imply the responsibility to cater to this demographic, and it is expected that AEPs operating in these specific regions possess an understanding of the distinctive challenges and considerations that need to be addressed to ensure proper care for older adults. The following points underscore the significance of aged care for AEPs working in regional, rural, and remote settings.

- » Older adults in regional, rural, and remote areas may experience higher rates of chronic diseases
- » Social isolation and mental health concerns
- » Challenges for older adults in terms of transportation to healthcare facilities or exercise clinics

Table 7. Development Objectives & Sample Activities/Outputs Aged Care

DEVELOPMENT OBJECTIVES	SAMPLE ACTIVITIES/OUTPUTS
Adapt exercise physiology interventions to meet the needs of older adults in regional, rural, and remote settings, considering limited resources and infrastructure	Design modified exercise programs that utilise minimal equipment and leverage the available infrastructure, ensuring accessibility and effectiveness in regional, rural, and remote communities
Evaluate the unique challenges and considerations associated with aged care in regional, rural, and remote settings, including higher rates of chronic diseases, social isolation, mental health concerns, and transportation challenges for older adults	Create a falls risk assessment toolkit specifically designed for use in multipurpose/aged care facilities in regional, rural, and remote areas, including assessment forms, guidelines for implementation, and recommendations for intervention strategies
Formulate guidelines and protocols for providing additional support services, such as home-based exercises, telehealth consultations, or community outreach programs, to address the challenges faced by older adults in accessing healthcare facilities or exercise clinics	Initiate a community outreach program that focuses on providing education, resources, and exercise opportunities for older adults in regional, rural, and remote areas, addressing social isolation, mental health concerns, and transportation challenges

Inclusivity

As an AEP RG, it is crucial to prioritise inclusivity and consider the unique cultural perspectives and health needs of all individuals, including, but not limited to:

- » Aboriginal and Torres Strait Islander populations
- » Gender-diverse individuals
- » Culturally and Linguistically Diverse (CALD) communities
- » People with disabilities
- » People with diverse educational backgrounds

ABORIGINAL AND TORRES STRAIT ISLANDER POPULATIONS

AEP RGs are expected to recognise and respect the cultural heritage, knowledge systems, and traditional practices of Aboriginal and Torres Strait Islander populations. This is essential for providing effective and culturally appropriate exercise physiology services. Acknowledging the historical and ongoing health disparities faced by Aboriginal and Torres Strait communities is fundamental to the role of an AEP RG. It is important to understand and address the social determinants of health, cultural safety, and historical trauma that may impact the health and well-being of Aboriginal and Torres Strait individuals. By incorporating culturally sensitive practices, collaborating with local communities, and actively seeking to learn from Aboriginal and Torres Strait peoples perspectives, an AEP RG can develop effective interventions and promote positive health outcomes.

Working with Relevant Others

By 'Relevant Others' ESSA refers to:

- » Other professionals
- » Clients' careers and families
- » Community leaders
- » Community groups
- » Other relevant stakeholders

Working with relevant others is a vital component of AEP RG practice. In regional, rural, and remote settings an AEP RG is more likely to encounter:

Limited Access to Specialised Resources/ Services	Collaborating with relevant health professionals becomes crucial to ensure comprehensive and holistic care for clients. By working together with doctors, physiotherapists, and other allied health practitioners, AEP RG's can collaboratively address the diverse needs and challenges of individuals in these areas.
Diverse and Complex Health Needs	Individuals residing in regional, rural, and remote areas often encounter distinct health challenges stemming from factors such as geographic isolation, socioeconomic conditions, food security and limited resource availability. Clients in these regions may require a comprehensive approach to their healthcare, addressing various aspects such as chronic disease management, mental health support, and lifestyle modifications. Collaborating with relevant healthcare professionals enables a holistic understanding of client's needs and facilitates a coordinated approach to their care.
Local Resources	Regional, rural, and remote communities possess unique resources, strengths, and support networks. By collaborating with relevant stakeholders, including community organisations, local schools, or sporting clubs, you can leverage these resources to amplify the effectiveness of AEP RGs interventions.
Distance Challenges	The challenges of distance, limited transportation options, and restricted availability of healthcare professionals can be more pronounced in regional, rural, and remote settings. Collaborating with relevant others allows for a shared workload, facilitates shared knowledge and expertise, and helps overcome these challenges.
Cultural Sensitivity and Local Knowledge	Regional, rural, and remote communities often have their cultural norms, values, and practices. Collaborating with relevant others, including community leaders, cultural advisors, and local healthcare professionals, helps ensure that AEP RG interventions are culturally sensitive and align with the specific needs and preferences of the community. Local knowledge and insights can contribute to the development of more tailored and effective exercise programs.

Each clinical focus area within the standards includes an element that refers to the importance of working with relevant others that is collaborative, interprofessional, intraprofessional or multidisciplinary in nature. The expectation is that an AEP RG can creatively and respectfully work with relevant others by:

- » **Establishing open communication channels** - foster open and regular communication with other health professionals, clients' families, and community stakeholders. Actively share and seek information, insights, and updates to ensure a coordinated approach to care. Utilise various communication methods such as meetings, emails, phone calls, and secure messaging platforms.
- » **Embracing a team-based approach** - recognise that effective healthcare requires a collaborative, interdisciplinary team approach. Engage with other health professionals such as doctors, physiotherapists, dietitians, and occupational therapists to ensure a holistic and comprehensive care plan for clients. Share knowledge, expertise, and insights to optimise outcomes and address multifaceted health needs.
- » **Involving clients' families and support networks** - engaging families and support networks in the care process. Recognising the valuable insights and perspectives they can provide regarding clients' goals, challenges, and preferences. Foster a collaborative relationship with families, keeping them informed and involved in decision-making processes to ensure a client-centred approach.
- » **Engaging with the wider community** - Build partnerships and engage with the wider community to enhance the reach and impact of AEP RG services. Collaborate with local organisations, community groups, schools, and sporting clubs to promote health and wellbeing initiatives. Participate in community events, workshops, and health fairs to raise awareness about exercise physiology and its benefits.
- » **Developing referral networks** - Establish strong referral networks with other health professionals in the local area. Cultivate relationships with doctors, allied health practitioners, and community organisations to facilitate seamless referrals and continuity of care. Share feedback, progress reports, and evaluation outcomes to foster trust and collaboration.
- » **Promoting health education and prevention** - taking an active role in health education and prevention within the community. Conduct workshops, presentations, or group sessions on exercise, healthy lifestyles, and chronic disease management. Collaborate with schools, workplaces, and community centres to promote physical activity and educate individuals about the importance of exercise for overall health.
- » **Emphasising cultural sensitivity** - respecting and embracing cultural diversity when collaborating with clients, families, and the wider community. Understand and acknowledge cultural practices, beliefs, and preferences to provide inclusive and culturally sensitive care. Consulting with cultural advisors or community leaders to ensure your services align with cultural norms and values.

Professional Self-Care

Working as an AEP RG may come with its unique challenges, which may impact well-being. Some of these challenges could include, but are not limited to:

- » **Professional isolation** - in regional, rural, and remote areas, allied health professionals often face challenges due to the scarcity of colleagues and professional networks. This situation can contribute towards feelings of isolation and a lack of opportunities for professional support and collaboration.
- » **Work-life balance** - AEP RGs working in regional, rural, and remote settings often face increased time commitments, such as extended working hours, on-call duties, and limited availability of services and amenities. These circumstances can present obstacles to maintaining a healthy work-life balance. Moreover, due to the smaller population size in these areas, there is a higher probability of encountering clients outside of regular clinic hours, further impacting personal time and boundaries.
- » **Limited access to resources** - access to professional development opportunities, training programs, and specialised equipment can be limited in regional, rural, and remote areas. Consequently, AEP RGs working in these settings may face challenges in keeping abreast of the latest advancements in the field

To support professional self-care in a regional, rural, and remote setting, ESSA suggests incorporating some of these tools:

- » Peer networks and mentoring play a vital role in regional, rural, and remote settings. Establishing connections with colleagues, whether in the same field or across allied health disciplines offers valuable support, facilitates knowledge exchange, and fosters a sense of belonging.
- » Online communities and virtual learning platforms offer valuable resources for AEP RG's. Active participation in online forums, professional networks, and virtual conferences helps overcome geographical barriers and provides opportunities to access learning materials and resources.
- » Engaging in self-reflection and setting meaningful goals is essential for AEP RGs in regional, rural, and remote settings. Regularly assessing personal and professional objectives, establishing boundaries, and prioritising self-care activities contribute to maintaining a balanced work-life dynamic and preventing burnout.
- » Seeking supervision and guidance from experienced professionals or participating in regular supervision sessions offers a secure and confidential environment to address challenges, seek valuable advice, and receive essential emotional support.

References

- » ESSA Accredited Exercise Physiologist Professional Standards – Rural Generalist
- » [AEP Professional Standards for Accreditation](#)
- » AEP Professional Standards for Accreditation Support Guide
- » AEP Scope of Practice Documents
- » [ESSA Code of Professional Conduct and Ethical Practice](#)
- » [Australian Institute of Health and Welfare](#)
- » [Allied Health Rural Generalist Education Framework April 2019](#)

Disclaimer: This scope is not a description of the level of education, experience, skill, or competency required to carry out practice activities. ESSA has chosen to use a broad, principle-based approach to define the scope of practice of an Accredited Exercise Physiologist Rural Generalist. By adopting this approach, ESSA aims to harness individual competencies, embrace innovative practice, and remain sensitive to changes within the industry environment. The information provided in this document is not intended to be professional advice and is no substitute for professional or medical advice relevant to the user's circumstances and purposes. Individuals must ensure they have the appropriate competencies for all activities undertaken. ESSA does not endorse, warrant, or make any representations in relation to, and does not accept any liability in relation to, the goods and services of those third parties who utilise this document.