



The Royal Australasian
College of Physicians

Skilling the Next generation:

The new RACP Physician and Paediatrician Training Program

RACP Congress
Melbourne 2007

Monday 07 May



Session overview

- Context for Change / Education Strategy
- The new RACP Training Curricula
 - Purpose
 - Focus / Scope
 - Key components, development and implementation
- Assessment
 - Key assessment tools
 - Purpose
 - How and when used
- Teaching and learning
- Support for Supervisors
- Discussion



Session outcomes

At the conclusion of this session you will:

- Have a clear understanding of the purpose, focus and structure of the Basic and Professional Qualities Curricula
- Know the curricula Domains and related content
- Understand the new assessment strategies that will be introduced
- Understand how, when and where the Mini – CEX and Multi Source Feedback will be used
- Have an appreciation of the Teaching and Learning processes all trainees will be utilising
- Be informed of the focus, structure and content of the Physician Educator Program



Context for Change

- ❖ RACP Education Strategy
- ❖ AMC Accreditation review
- ❖ RACP Governance Review
- Changing nature of workplace and clinical practice
 - more ambulatory care
 - less hospital based care
 - rural and remote
 - increasingly knowledgeable and demanding public
- Need to make training increasingly more transparent for Trainees
- Need to provide a more comprehensive, time / cost efficient level of support to Fellows and Trainees
- Changing workforce requirements
 - national and state regulatory authorities



Education Strategy – Key elements

- New Basic, Advanced and Professional Qualities Training curricula
 - clearly defined learning objectives and requirements
- Formative and summative assessment strategies
 - directly aligned with curricula
 - objective and transparent
- Comprehensive teaching and learning support for trainees and supervisors
- CPD program to be significantly revised and strengthened
- College Education Committee

Curriculum will focus, drive and support learning through emphasis on training required to become a consultant Physician / Paediatrician



Benefits for Fellows and Trainees

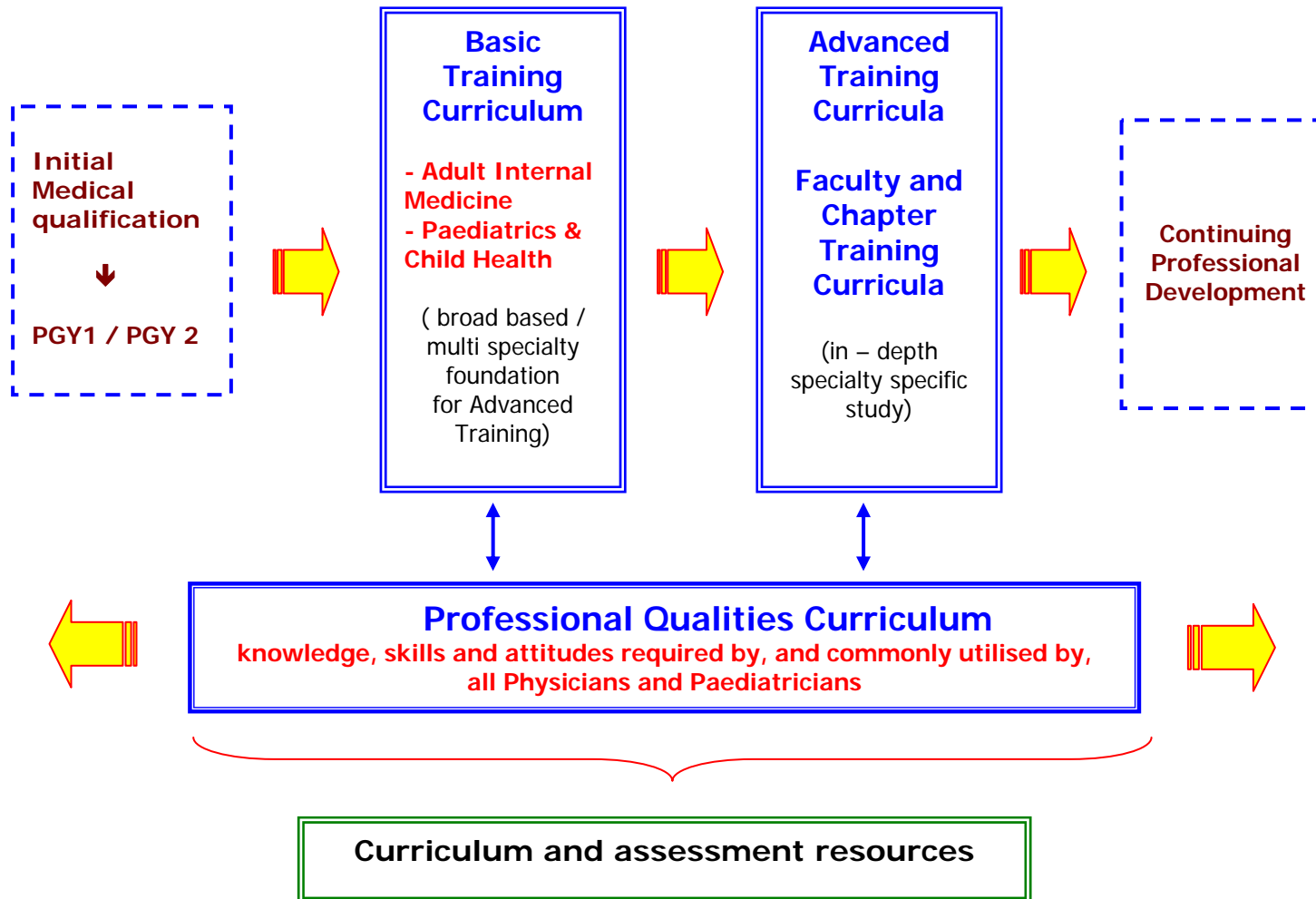
- More efficient and effective governance and administrative processes
- Clearly defined training requirements – training curricula
- Clear, transparent and objective assessment requirements
 - directly aligned to curricula
 - formative assessments linked to feedback
- Broadened learning opportunities for Fellows and trainees
- Enhanced level of support
- More effective use of technology to support educative processes
- Enhanced and more effective CPD
- Closer relationship between the College, Fellows and Trainees



Key Training Program components

- **Basic Training curricula** – implementation 2008
- **Professional Qualities Curriculum** – implementation 2008
- **Advanced Training Curricula** - progressive implementation 2008 →
 - Formative and Summative assessments
 - Teaching and Learning packages
 - Physician Educator Program
 - Trainee Induction Program / Orientation package

Continuum of Learning



Basic Training Program - overview

Basic Training – develops 'breadth of competence'

- Provide trainees with a comprehensive, broad based grounding in Physicianly practice
- Introduces each of the disciplines
- Enables development of core skills, knowledge and attitudes
- 2 separate complimentary curricula
 - Basic Training (Adult Internal Medicine) Training curriculum
 - Basic Training (Paediatrics & Child Health) Training curriculum
- Extensive consultation, piloting and refinement

2008 Implementation



Basic Training Program - Domains

Domain 1 Clinical Processes

- **Clinical Skills**
- **Patient care and Therapeutics**
- **Procedural Skills**

Domain 2 Medical Expertise

- **Management of Acute Medical problems**
- **Manage Patients with Undifferentiated Presentations**
- **Manage Patients with Disorders of Organ systems**
- **Manage Patients with Defined Disease processes**
- **Medicine Throughout the Lifespan / Growth and Development**



Basic Training Program – Themes and learning objectives

Domain 1 Clinical Processes

Theme 1.1 - Clinical Skills - Learning Objectives

- 1.1.1 Elicit the history and obtain other relevant data
- 1.1.2 Conduct an appropriate physical examination
- 1.1.3 Synthesise findings from history and physical examination to develop a differential diagnosis and management plan
- 1.1.4 Plan and arrange investigations appropriately

Domain 2 Medical Expertise

Theme 2.1 - Management of Acute Medical Problems - Learning Objectives

- 2.1.1 Recognise and manage the critically ill patient
- 2.1.2 Manage specific acute medical problems
- 2.1.3 Communicate with patients and their families / carers in an emergency situation



Professional Qualities Curriculum - Overview

- Focuses on non clinical / non discipline specific aspects of Physician's / Paediatrician's workplace practice
- Spans and fully integrates into Basic and Advanced Training
 - extends into CPD (will link with Faculty and Chapter Training programs)
- Learnt and assessed within context of clinical / professional practice
- Extensive consultation, piloting and refinement

2008 implementation



PQC – identification of 'Physicianly' attributes

- Sensitivity
- Compassion
- Respectful
- Utilises scientific approach to problem solving
- Adaptability
- Alertness
- Awareness of personal limitations
- Knows when to consult
- Team participant
- Compliant with legislation, policies and procedures
- Ethical
- Confident
- Non-judgemental
- Culturally and socially aware
- Diligence
- Empathy
- Analytical acumen
- Flexibility
- Leadership
- Accountability
- Approachability
- Unbiased



Professional Qualities Curriculum - Domains

1. Communication
2. Quality and Safety
3. Teaching and Learning (Scholar)
4. Cultural Competency
5. Ethics
6. Clinical decision-making
7. Leadership and management
8. Health Advocacy
9. The Broader Context of Health



PQC - Communication

Theme 1.1: Physician-Patient Communication

Learning Objectives

- 1.1.1 Apply communication skills to engage and reassure the patient in specific situations including: first encounters, history-taking, counselling and breaking bad news.
- 1.1.2 Empower patients and be respectful of their rights in all aspects of communication.

Theme 1.2: Communicating with a Patient's Family and/or Carers

Learning Objectives

- 1.2.1 Apply communication skills in encounters with a patient's family (including extended family) and/or carers.

Theme 1.3: Communicating with colleagues and broader healthcare team

Learning Objectives

- 1.3.1 Communicate effectively within multidisciplinary teams.
- 1.3.2 Communicate effectively with referring doctors, and when referring a patient to another specialist.
- 1.3.3 Apply communication skills to facilitate effective clinical handover and transfer of care.
- 1.3.4 Communicate effectively with health administration.

Theme 1.4: Communicating with the broader community

Learning Objectives

- 1.4.1 Communicate effectively with support organisations, administrative bodies, governments and others in the wider community.
- 1.4.2 Demonstrate the ability to apply specific medico-legal communication practices.

PQC – learning objective detail

Domain 1: Communication		
Theme: 1.3	Communicating with Colleagues and Broader Healthcare Team	Professional Qualities Curriculum
Learning Objective: 1.3.1	Communicate effectively within multidisciplinary teams.	
Links:		
Knowledge	Skills	
<p>Understanding the impact of legal, policy and ethical considerations in communicating within the team.</p> <p>Understand the role of the team in health care management, including:</p> <ul style="list-style-type: none"> •knowledge of the skill set and contribution of team members; •knowledge of the components of effective teamwork; and •the barriers to effective teamwork. 	<p>Demonstrate ability to communicate clinical reasoning via case notes, letters, discharge summaries and oral case presentation that facilitate understanding by other clinicians of the writer's reasoning and intended clinical actions.</p> <p>Manage time pressures, environment and personal factors, which may affect communication.</p> <p>Identify and mediate differences between health care workers, patients and carers.</p> <p>Use conflict resolution skill to facilitate team interactions.</p> <p>Through effective teamwork:</p> <ul style="list-style-type: none"> •enhance patient outcomes •set achievable patient management goals. <p>Give clear verbal and written communication.</p> <p>Manage barriers to effective communication within teams.</p>	

Professional Qualities Curriculum - activity

Activity	Skills used
Overview of activities undertaken during daily clinical / professional practice	Non clinical skills / attributes used

 Drawing links between daily clinical / professional practice and Professional Qualities Curriculum



Advanced Training Program

Advanced Training – develops ‘depth of competence’

- Focussed in-depth study of each specialty
- Builds on Basic Training
- 22 specialty curricula
 - Adult and / or Paediatric focus as applicable

Progressive implementation 2008 →



Teaching and Learning

- Learner centred approach
 - self directed, goal oriented learning activities
- Contextual, workplace learning
- Experiential and reflective learning
 - e - portfolios
 - reflective journals
- Collaborative learning and problem solving
 - facilitated case based discussions
- ❖ *Comprehensive range of learning packages being developed*



Assessment - overview

- Mix of Formative and Summative assessment
- Directly aligned with curricula
 - blueprinted to curricula learning objectives
- Clearly defined, objective, transparent processes
- Emphasis on formative assessment to guide and support learning
- Provision of Feedback
 - regular
 - timely
 - constructive

Assessment – tools (Basic Training)

- Formative Mini-CEX
- Multi-Source Feedback (MSF)
- APLS/ALS compulsory course
- Procedural Skills Assessment – DOPS, certification, participation
- Written Examination (summative) – aligned with curricula
- Clinical Examination (summative)
 - 2 x Long Case
 - 4 x Mini-CEX
- **Advanced Training**
 - similar strategies proposed
 - no summative exam



Formative Mini - CEX

- 15-minute observed snapshot of a doctor/patient interaction
- Undertaken in normal clinical / workplace setting using actual patients
- 1 per rotation / run (total 12)
- Blueprinted against curriculum
- Assesses clinical skills, attitudes and behaviours eg:
 - Medical interviewing skills (history taking)
 - Physical examination skills
 - Consideration for patient/professionalism
 - Clinical judgement
 - Counselling & communication skills
 - Organisation / efficiency
 - Overall clinical competence
- Structured marking sheet that covers pre-defined generic areas
 - will be available on website
- Informs feedback to trainees - Guides development of learning plans



Multi Source Feedback

- Systematic collection, collation and feedback of questionnaire based data on the Trainee's performance
- Data acquired from a range of stakeholders.
- 1 per year (optional during year 1 – mandatory years 2 and 3)
- Focuses on professional skills and behaviours (Professional Qualities Curriculum)
 - communication skills inter-personal skills,
 - ethical behaviour,
 - team-working skills,
 - collegiality.
- Secure electronic delivery and collation (RACP website)
- Results to be discussed with Supervisor



Training / support for supervisors

- Comprehensive multiphase Physician Educator program being developed
 - For all supervisors of Basic and Advanced trainees
- Two X 3 hr core modules – initial accreditation
 - 2 x 3 hour facilitated workshops
 - Delivered at local / regional level
 - Comprehensive *Resource Handbook*
- Support
 - Facilitated local support networks
 - Infrastructure support provided through state / NZ committees
- Extension – reaccreditation
 - On line learning / support packages / CPD activities

Physician Educator Program – Core modules

Core Module 1

- Role and function of the Educational Supervisor
- Providing effective Educational Supervision
- RACP Training Curricula
- Effective Teaching and Learning
- Training Program administrative requirements



Core Module 2

- Formative and Summative assessment strategies
- Providing effective feedback
- Learning needs analysis / development of learning plans
- Facilitating the use of e – portfolios
- Trainee induction program / Information Package

Support for Trainees

- Comprehensive multiphase Trainee Induction Program / Orientation Package being developed

- Key components

- Introductory 'package' from College
- Facilitated orientation meetings (regional / local level)
- On – line support packages, updates etc (RACP website)
- Regional / local support networks
- Trainee's Cafe (RACP Website)
- E – Portfolio – (RACP website)
- My Training (RACP website)

Draft

Discussion

- How can we best support Trainees through effective teaching and learning activities

