

## Mapping

### What is mapping?

- Identification of learning/training opportunities within rotations/terms that match learning capabilities considered necessary for independent practice or more advanced training.

### How do you map?

- Compare Term Descriptions to own portfolio to confirm that learning expectations for rotations are achieved.
- Use a self-reflective Portfolio to document progression of achievement of ACF capabilities during progressive rotations.

### What can you map?

- Recording the skills, procedures and capabilities you have achieved in each term enables a “map” of learning opportunities to be developed. These opportunities can include; formal education programs, on-line modules, unit audit meetings, CME meetings and grand rounds.
- Cross-referencing Term Descriptions to JMO portfolios can also determine which skills, procedures and capabilities are not achieved in different rotations.

### What can you do with the information?

- Identification of individual JMO’s learning needs/ gaps in experience gained compared with ACF capabilities and methods to address gaps
- JMOs can link the information gained from mapping to:
  - Requirements for unconditional registration by PMCs/Medical Boards.
  - Learning required for career paths.
  - Incorporate the information in CVs for applications to post-graduate College training/other positions and provide this information to nominated referees.
  - Self-reflect on learning areas/skills requiring remediation/up-skilling.
  - Respond to identified gaps by:
    - Feedback to Educators/Term Supervisors.
    - Self-directed learning (web-based/course/interactive learning modules).

## Resources

### What is required in terms of resources?

- JMOs can reflect on their use of current learning resources and provide feedback on the value and if/how they might be improved to assist in achieving ACF capabilities.
- A compendium of resources that have been used to achieve ACF capabilities in a particular facility (e.g. website, skills laboratories, formal programs, on-line modules can be compiled with reference to the Term Descriptions and JMO Portfolios).

## NATIONAL WORKPLACE IMPLEMENTATION GUIDELINES FOR THE AUSTRALIAN CURRICULUM FRAMEWORK FOR JUNIOR DOCTORS

### JMO VERSION

#### INTRODUCTION

Junior doctors in their first and second years of training (PGY1 and PGY2) provide a valuable service to the community in their role as service providers in healthcare. In addition they seek training, both to fulfill their healthcare roles and to become accredited with medical colleges as medical specialists and GPs of the future. The provision of service and the undertaking of clinical training are therefore interwoven.

The Australian Curriculum Framework (ACF) was developed through an MTRP-funded project in 2006. It was launched at the prevocational forum in Adelaide 2006, and since then has been implemented to varying degrees throughout Australia. The ACF has been developed to identify essential knowledge, skills and behaviours at this early level of post graduate training and to assist the junior doctors, their medical educators/supervisors and the institutions responsible for their education and training.

#### PURPOSE OF THE NATIONAL IMPLEMENTATION GUIDELINES

The purpose of the National Implementation Guidelines is to raise awareness of the ACF, promote its value to stakeholders and to provide background guidelines and practical examples as to how the ACF may be implemented in your institution. The guidelines have been developed to assist junior doctors, supervisors and institutions in the implementation of the ACF. The document includes a general description of activities along with suggested examples for individual audiences. These have been identified as:

1. Junior Medical Officers (e.g. PGY1/PGY2/IMG)
2. Medical Educators(e.g. MEO/DCT/Deans of Medical Schools/Colleges)
3. Supervisors (e.g. Registrars and Senior Medical Staff)
4. Administrators (e.g. Managers/CEOs/Departments of Health)

The ACF will have different applications for the various audiences using the document. The four audiences can and should play a role in actively raising awareness of the ACF both within their own organisations and at a state and national level.

The activities suggested in the following are examples of ways in which JMOs could promote the ACF at their institution.

## Purpose

### What is the purpose of the ACF?

- To provide JMOs with a roadmap of capabilities expected of them by the end of prevocational training as the basis for safe independent practice and further progression through College programs.

### How can you raise awareness of the ACF?

- Encourage and support involvement of JMO peers in the ACF implementation process.
- Participate in regular review of ACF outcomes at local sites.
- Encourage medical students under JMO supervision to use the ACF to help guide their clinical terms.
- Use the ACF to discuss learning needs with Term Supervisors at the start of terms.
- Request that Term Supervisors refer to the ACF when providing mid-term appraisal and end of term assessments.
- Discuss and review self reflective Portfolios at the start of each term to identify ACF capabilities achieved to date, and those hoped to be achieved in the coming term.

### How do you integrate Service and Training?

- JMOs to develop skills to balance service delivery and participation in ongoing learning opportunities (formal, experiential and self-directed).
- Identify clashes in timetables that effect the ability to participate in educational opportunities and discuss these with Term Supervisors.

## Use in Terms

### What is the appropriate focus for specific Terms?

- JMOs to identify their learning needs from the ACF for each specific term, including means by which these needs can be met, eg, formal programs, experiential or self-directed.
- Compare JMO-identified learning needs for a specific term with those identified in the Term Descriptions.

### How can you incorporate the ACF into Term Descriptions?

- Use the Term Description as a guide to identify how ACF capabilities may be acquired.
- Use the Term Descriptions as the basis for discussion with Supervisors about ACF capabilities met by mid/end of terms.
- Assist Term Supervisors by identifying areas of the ACF achieved during a term which are not specifically mentioned in Term Descriptions.

## Use in Teaching & Learning

### How can the ACF be used to promote the principles of Teaching and Learning?

- Participate in Teaching on the Run modules and other courses promoting teaching and learning skills during the two year prevocational training period.

### How can the ACF be used to facilitate Self Directed Learning?

- Demonstrate a commitment to self-directed learning by maintaining a Portfolio that identifies **where and how** ACF-recommended capabilities have been progressively met.
- Refer to Portfolios when seeking feedback from Educationalist/Clinical Supervisors.

### How can the ACF be used to facilitate Electronic Learning?

- Maximise learning by utilising all resources available at a Facility/Facilities, including electronic resources (e.g. JMOs may choose to maintain their portfolios online).

### How can the ACF be used to facilitate Formal Learning Opportunities?

- Discuss with Educators the ACF capabilities that a formal education session relates to i.e. encourage the link to the ACF.
- Identify topics for Formal Education sessions in order to cover topics from the ACF that are not easily experienced within the workplace e.g. population health, tropical medicine.
- Ensure attendance at formal learning sessions.
- Provide feedback on formal education sessions including content, topics etc.

### How can the ACF be used to facilitate skill acquisition?

- At the start of each term, identify areas/procedures from the ACF skills and procedures list that are likely to be acquired.
- Identify any skills or procedures that require further training or remediation Record ACF and other skills obtained/achieved during terms in portfolios.

## Assessment

### How can the ACF be implemented in regards to Assessment?

- Upon commencing a new term, JMOs can use the ACF and term descriptions to determine which capabilities are likely to be achieved.
- JMOs can use Portfolios and Term Descriptions to document achievement of ACF capabilities and competency progression in relevant areas/procedures for each of the terms.
- JMOs can use the ACF to discuss with the Term Supervisor performance/learning at mid and end of term meetings.
- JMOs can expect that Term Supervisors will refer to the ACF when completing an end of term assessment.