

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?

- Use the Term Descriptions to confirm (at least on an annual basis) that term-specific training opportunities linked to ACF-capabilities are being delivered.

What can you map?

- Opportunities for clinical experience/skills & procedural training on a rotation with reference to ACF-recommended capabilities.

What can you do with the information?

- Acknowledge JMOs who perform above levels expected as well as underperform.
- Change the focus of clinical experience for JMOs in individual terms to address ACF-recommended capabilities.
- Use feedback gained from JMOs at mid/end of term according to Term Descriptions/ Portfolios to positively critique performance and provide advice on areas of further learning required/opportunities.
- Highlight identified gaps between experience gained and ACF capabilities to Medical Educators.
- Explore inter-professional learning opportunities for JMOs within a rotation.

Resources

What is required in terms of resources?

- Use the Term Description and Self Reflective portfolios as a learning resource guide for term-specific JMO learning opportunities on rotations.
- Ensure that suggested reading/website sources given in the Term Descriptions are current and relevant.
- Ensure that Unit Registrars provide an ACF overview during orientation of JMOs at the commencement of every rotation that includes "Implementation Guidelines for JMOs".
- Ensure adequate learning resources are available and utilised by JMOs to achieve ACF capabilities.

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

SUPERVISOR 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 **Supervisors** could promote the ACF at their institution.

Purpose

What is the purpose of the ACF?

- Provides Clinical Supervisors with guidelines for identifying, exploring and providing JMO learning opportunities within their specific units/departments.

How can you raise awareness of the ACF?

- Engage with Medical Educators (e.g. MEOs and DCTs) and colleagues at Unit meetings to familiarise themselves with the ACF and its relevance to JMO training within their Term.
- Engage with Medical Educators (e.g. MEOs and DCTs) to develop and evaluate Term Descriptions for every term which identify the ACF capabilities which will be achieved on the specific Term.
- Include the ACF and discussion about its implementation in unit meetings to increase awareness and implementation.

How do you integrate Service and Training?

- Ensure provision of learning opportunities for JMOs that match Term Descriptions.
- Ensure all staff within clinical units understand the importance of quarantined time to allow JMO attendance at teaching sessions.
- Ensure a balance of clinical exposure exists within terms (e.g. outpatient /emergency setting opportunities) that serves to maximise ACF relevant learning opportunities for JMOs.

Use in Terms

What is the appropriate focus for specific Terms?

- Reflect on the case-mix and learning opportunities for JMOs on their unit against desired ACF capabilities when preparing/updating Term Descriptions.
- Include discussions of the Term Descriptions and self reflective Portfolios with the JMOs at mid and end of term to ensure that their experiences are accurately reflected within the documentation.
- Review self reflective portfolio at orientation to identify level of knowledge and skills acquired to date.

How can you incorporate the ACF into Term Descriptions?

- Use the Term Description as the template for **Feedback** at mid-term appraisal and end-of-term assessment to determine whether ACF-directed capabilities are met.
- Ensure Term Descriptions identify a nominated Supervisor (s) with responsibility for appraisal/end-of-term assessment.
- Discuss term description with the JMO when they commence to ensure it meets their learning needs in regards to the ACF.

Use in Teaching & Learning

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

- Encourage peers/registrars to participate in Teaching on the Run modules and other courses designed to promote teaching skills.

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

- Provide **guidance** at mid/end -of -term to JMOs on self-directed learning opportunities as well as the progress towards addressing ACF capabilities.
- Provide ACF relevant resources for self directed learning relevant to the Term.
- Review the JMO self reflective Portfolio to identify self directed learning acquired during the rotation.

How can the ACF be used to facilitate Electronic Learning?

- Record sources of relevant on-line learning resources in the Term Descriptions.

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

- Acknowledge the importance of and support formal teaching sessions by informing all health professional staff attached to clinical units that JMO attendance at these sessions is compulsory.
- Encourage peers to participate in presentation of formal teaching sessions. Encourage the presenters to link their presentation objectives to the ACF in order to promote relevance to JMOs.
- Review presentations based on feedback received from JMOs.

How can the ACF be used to facilitate skill acquisition?

- Provide progressive skills training as indicated under the ACF Skills and Procedures and identified in the Term Description.

Assessment

How can the ACF be implemented in regards to Assessment?

- Use Term Descriptions/JMO Portfolios as the basis for discussing JMO progress at mid/end-of-term and for feedback/completion of Progress Review Forms required by Medical Boards/Postgraduate Medical Councils for unconditional registration.
- Provide feedback on underperformance concerns at mid-term or earlier to Medical Educators.