

Mapping

What is mapping?

- The identification of the ACF capabilities which can be taught/learned at the Facility/Facilities on various rotations.

How do you map?

- Regular review of data (on-line/paper-based) from Term Descriptions/JMO self-reflective Portfolios/JMO training satisfaction questionnaires against ACF-guidelines.

What can you map?

- The essential themes underlining formal teaching programs that address ACF-recommended capabilities.
- Term education opportunities as per Term Descriptions that are met/unmet.
- Strengths/gaps in JMO learning opportunities at hospital/community sites across a Facility/Facilities.

What can you do with the information?

- Identification of individual's learning needs/ gaps in experience gained compared with ACF capabilities and methods to address gaps.
- Ensure that no gaps exist between prevocational training provided and ACF-recommended capabilities by making appropriate changes to formal education programs.
- Educate Term Supervisors regarding the experiences of the JMOs to ensure that Term Descriptions are reflective of the reality of their experiences.
- Advise JMOs on how their prevocational training addresses their individual career aspirations and ensure that no gaps exist in the educational programs provided that might bar career progression.
- Review existing terms and opportunities to create new terms/split terms to provide additional learning opportunities to meet needs either across the Facility/Facilities or at specific locations within a Facility/Facilities (e.g. community-based rotations/imaging/pathology).
- Update educational modules/website resources.
- Provide interactive learning opportunities via skills laboratories, teaching modules (e.g. TOTR, involvement in governance such as a team member on root cause analyses).

Resources

What is required in terms of resources?

- Ensure equitable access to learning resources for all JMOs across Facility/Facilities.
- Encourage JMO participation in research by identifying projects across Facility/Facilities through engagement with clinical supervisors.
- Ensure a brief summary is provided by presenters of formal education sessions that indicate how the content of those sessions addresses ACF-recommended capabilities.
- Engage widely across Facility/Facilities to explore development of innovative education tools and implementation of the ACF.
- Explore interprofessional opportunities for JMO learning that highlight team approach.

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

MEDICAL EDUCATOR 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 **Medical Educators** could promote the ACF at their institution.

Purpose

What is the purpose of the ACF?

- Provides Medical Educators with a map of agreed goals for JMO education (capabilities to be achieved) when designing and implementing “local” educational programs within diverse Facility/Facilities across the nation.

How can you raise awareness of the ACF?

- Ensure ACF documentation is distributed to all Medical Educators across the Facility/Facilities.
- Ensure that documentation relating to the ACF is distributed to medical students prior to graduation and received at JMO orientation (e.g. MEO/DCT presentation at clinical schools to final year medical students to raise awareness).
- Discuss goals of the ACF and merits of using the ACF as a self-reflective guide to progressive acquisition of knowledge and skills during prevocational training and beyond (e.g. include as an activity in orientation programs, provide regular opportunities in the Facility Education Programs for JMOs to discuss their experiences in relation to attainment of ACF Capabilities from their rotations).
- Engage individually with all Clinical Supervisors across the Facility/Facilities to:
 - Highlight the relevance of the ACF to prevocational training with implications for progressive acquisition of competencies required during vocational College training.
 - Assist Clinical Supervisors with development of Term Descriptions based on a “Model Format” Term Description (see example) that allows links between ACF-recommended capabilities and JMO learning opportunities specific to a rotation within the Facility/Facilities to be identified.
- ACF Presentation by the DCT/MEO at a Grand Round.
- Place ACF Posters in the JMO lounge/educational areas.
- CPMEC newsletters emailed to all supervisors and junior doctors.

How do you integrate Service and Training?

- Ensure timely distribution of education strategies and schedules to allow JMOs to time-manage their participation in learning opportunities/planned teaching sessions.
- Encourage use of quarantined time for teaching (formal and informal) and monitor attendance at education sessions.
- Provide education opportunities at a variety of times throughout the day and night to cater to varying shifts.

Use in Terms

What is the appropriate focus for specific Terms?

- Assist Term Supervisors in identifying ACF-recommended capabilities that can be addressed by learning opportunities for their specific terms.

How can you incorporate the ACF into Term Descriptions?

- Engage Clinical Supervisors individually in the preparation/annual review of Term Descriptions. Use sample Term Descriptions to facilitate the development of locally specific Term Descriptions by the Term Supervisors.
- Ensure that gaps in Term Descriptions for core (Emergency medicine, surgery, medicine) rotations (where there are core rotations required) across a Facility/Facilities are closed by provision of learning resources/formal teaching sessions to all JMOs where gaps exist.
- Ensure that actual experiences on a rotation match the Term Description, i.e. audit of Term Descriptions as mapped to the ACF, interview JMOs to see if their experience is reflected accurately within the Term Descriptions.
- Ensure Term Descriptions are provided to JMOs prior to commencement of every term including Relief Terms.

Use in Teaching & Learning

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

- Conduct Teaching on the Run and other courses related to teaching and learning skills for all JMOs and Term Supervisors, to demonstrate how teaching/learning principles can be applied.
- Use the ACF within the Teaching and Learning modules to promote awareness and relevance to JMO learning.

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

- Promote self-directed learning by regularly reviewing JMO Portfolios/data entry into Term Descriptions.
- Encourage JMOs to review their own portfolios with Term Supervisors during the rotation.
- Provide opportunities for self directed learning (e.g. electronic forums, online learning programs, reference lists etc).
- Promote practice of effective clinical handover (e.g., use of the ISBAR template – Identification, Situation, Background, Assessment and Recommendations).

How can the ACF be used to facilitate Electronic Learning?

- Ensure electronic learning resources/on-line self-assessment tools are made available across Facility/Facilities.

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

- Ensure that formal teaching sessions are planned well in advance and repeated where necessary to allow all JMOs to attend.
- Ensure that formal teaching sessions have been considered in the context of the ACF.
- Utilise Information and Communication technology to ensure delivery of formal teaching resources across a number of Facilities where appropriate.
- Provide feedback to presenters from JMOs on the quality/content of formal learning sessions and their relevance to the ACF.

How can the ACF be used to facilitate skill acquisition?

- Facilitate acquisition of skills not commonly experienced by JMOs in the workplace by organising formal skills training sessions (e.g., team-based crisis management using simulation modalities, intercostal catheterisation using pig carcasses, etc).

Assessment

How can the ACF be implemented in regards to Assessment?

- Assess JMO performance by means of regular engagement with clinical supervisors and review of JMO Portfolios/Term Description data/Progress Review Forms.
- Ensure assessment of JMOs is linked to assessment of ACF capabilities.
- Engage with Clinical Supervisors individually at mid/end of terms to identify performance strengths and weaknesses.
- Analyse JMO feedback regarding term orientation/term experience/supervision/teaching/ goals met (paper-based/on-line) at the end of every term.
- Ensure strategies are in place to manage underperformance and that this is linked to the Assessment process.