

NEW CURRICULA

Basic Training (Adult Internal Medicine and Paediatrics & Child Health)

Competencies



RACP
Specialists. Together

About this document

The new Basic Training (Adult Internal Medicine and Paediatrics & Child Health) curriculum consists of curriculum standards and learning, teaching, and assessment (LTA) programs.

This document outlines the Competencies included as part of the curriculum standards for Basic Training (Adult Internal Medicine and Paediatrics & Child Health) for trainees and supervisors. The curriculum standards should be used in conjunction with the Basic Training (Adult Internal Medicine and Paediatrics & Child Health) LTA programs.

How to reference this document

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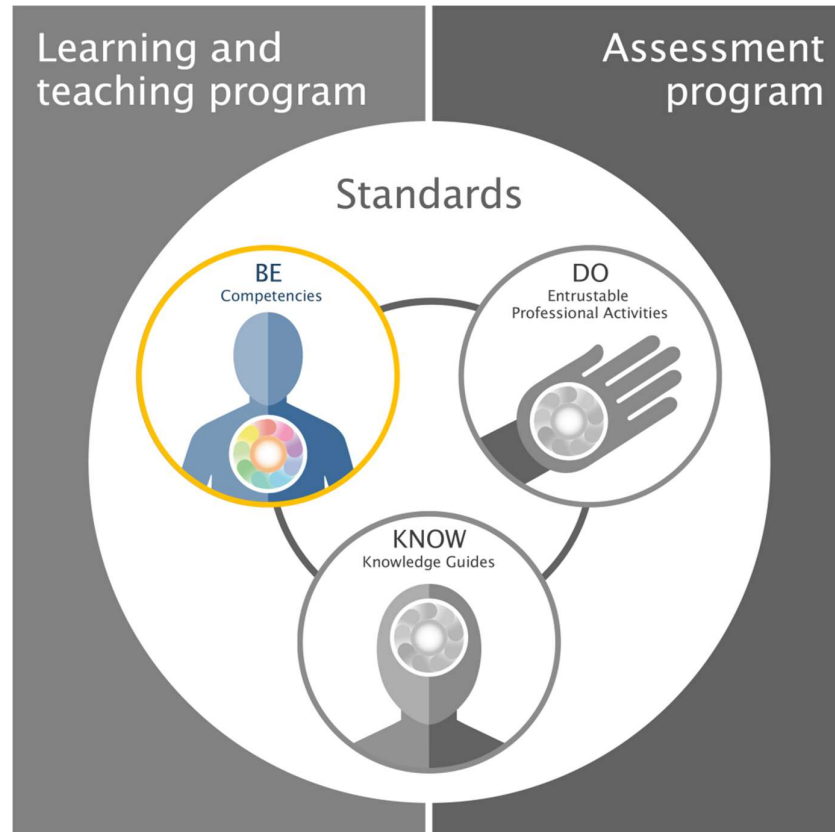
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Introduction

The RACP curriculum model depicts the structure of RACP curricula. It contains five components: **curriculum standards**, consisting of Competencies, Entrustable Professional Activities, and Knowledge Guides; **learning and teaching program**; and **assessment program**.



RACP curriculum model




This document contains the **Competencies** component of the curriculum standards.

Competencies are observable abilities of a health professional related to a specific activity that integrates knowledge, skills, values and attitudes.




Frank et al, 2010


The Competencies for Basic Training provide guidance into the professional behaviours, values and practices expected of a trainee. The Competencies are organised according to the ten domains of the RACP Professional Practice Framework. These competencies apply to both Basic Training in Adult Internal Medicine and Paediatrics & Child Health.




Basic Training Competencies

THEME		COMPETENCY
		By the completion of Basic Training, a trainee will be able to:
 <p>Medical expertise</p>	Knowledge	Develop knowledge of the scientific basis of health and disease and apply this to the management of patients (see <i>knowledge guides</i>).
	Acute management	Recognise critically unwell patients, initiate management, and escalate as appropriate.
	Synthesis	Gather relevant data via age- and context-appropriate means to develop reasonable differential diagnoses, recognising and considering interactions and impacts of comorbidities.
	Management	Formulate management plans in partnership with patients, families, or carers ¹ and in collaboration with the health care team.
	Broader considerations	Develop diagnoses and management plans that integrate an understanding of individual patients' circumstances, including psychosocial factors and specific vulnerabilities, epidemiology, and population health factors (see <i>knowledge guides</i>).
 <p>Communication</p>	Effective communication skills	Use effective and appropriate verbal, non-verbal, and written communication skills.
	Communication with patients, families, and carers	Demonstrate collaborative, effective, and empathetic communication with patients, families, and carers.
	Communication with professionals and professional bodies	Demonstrate collaborative, respectful, and empathetic clinical communication with juniors, peers, senior colleagues, and other health professionals and agencies. Demonstrate collaborative and effective communication regarding training with supervisors and professional bodies.
 <p>Quality and safety</p>	Patient safety	Take responsibility for the safe care of individual patients.
	Prevention and management of risks and potential harm	Optimise safe working practices. Understand and participate in recognition of and reporting on adverse events and errors to improve healthcare systems.
	Quality improvement	Engage in continuous quality improvement methods.

¹ References to patients in the remainder of this document may include their families or carers.

THEME		COMPETENCY
		By the completion of Basic Training, a trainee will be able to:
	Lifelong learning	Undertake effective self-education and continuing professional development.
	Teaching and supervising others	Use appropriate educational techniques to promote understanding of health and disease amongst patients.
		Use appropriate educational techniques to facilitate the learning of peers, junior colleagues, and other health professionals.
	Evidence-based practice	Refer to evidence-based clinical guidelines and critically analyse medical literature, understanding the limitations of evidence and the challenges of applying research in daily practice.
	Formal research	Understand research methodology and the process for designing a research project.
	Developing cultural awareness and cultural competence	Understand the impact of colonialism, systematic racism and social and cultural determinants of health and inequity that continue to impact the healthcare context.
		Acknowledge that because of systemic racism, relationships (whanaungatanga) have to be built in order for your patients to trust you.
		Advocate for safe, more equitable, and decolonised services
		Recognise and critically reflect on your own cultural and religious background, attitudes and beliefs, rural and non-rural and socioeconomic inequities when managing and treating patients.
	Building culturally-safe practice	Identify how personal cultural and religious backgrounds, attitudes and beliefs impact on medical practice.
		Reflect on your own cultural understanding, position of power and identity, privilege, and biases when treating your patient.
		Develop relationships (whanaungatanga) and communication strategies that empower patients and family (whānau) in all health decisions, respecting cultural values.

THEME	COMPETENCY	
	By the completion of Basic Training, a trainee will be able to:	
<div data-bbox="267 296 459 569"> <p>Ethics and professional behaviour</p>  </div>	Honesty and integrity	Reflect critically on personal beliefs and attitudes, including how these may impact on patients' care.
		Conduct themselves honestly, including reporting accurately, not cheating or plagiarising, and acknowledging their own errors.
		Prioritise patients' welfare and community benefit above self-interest.
	Responsibility and participation	Be personally and socially accountable, consistent with professional and community expectations.
		Practise within their own limits and within ethical and professional frameworks, and seek help when needed.
		Recognise and respect the personal and professional integrity, roles, and contribution of peers.
		Interact equitably, collaboratively, and respectfully with other health professionals.
	Respect and sensitivity	Respect patients, avoid any inappropriate relationships, and behave equitably towards all.
		Protect patients' rights to privacy and confidentiality.
	Compassion and empathy	Demonstrate a caring attitude towards patients.
		Understand and address patients', families', carers', and colleagues' physical and emotional health needs.
	Medical and health ethics and law	Understand and practise according to current community and professional ethical standards and legal requirements.

THEME	COMPETENCY	
<div data-bbox="267 296 459 363">Judgement and decision making</div> 	Diagnostic reasoning	Apply sound diagnostic reasoning to clinical problems, to make logical and safe clinical decisions.
	Task delegation	Apply judicious and cost-effective use of health resources to their practice. Recognise their own limitations and seek help when required. Apply good judgement and decision making to the delegation of tasks.
	Managing others and providing leadership	Develop leadership and management skills to enable them to become a role model and leader in professional practice.
	Teamwork	Work effectively in multidisciplinary teams.
<div data-bbox="267 632 459 699">Leadership, management, and teamwork</div> 	Wellbeing	Maintain personal health and wellbeing and consider the health and safety of juniors, peers, senior colleagues, and other health professionals.
<div data-bbox="267 953 459 1020">Health policy, systems, and advocacy</div> 	The broader context of health	Understand the health needs of the local community and the broader health needs of the people of Australia and New Zealand.
		Understand the population health approach to the prevention of illness, promotion of health, and control of disease.
		Understand current strategies to reduce inequities in health status.
	Health systems, economics, and policy	Demonstrate a basic understanding of health funding and the influence of societal, political, and economic pressures.
	Advocacy	Respond to individual patients' health needs by advocating for them within and outside the clinical environment.