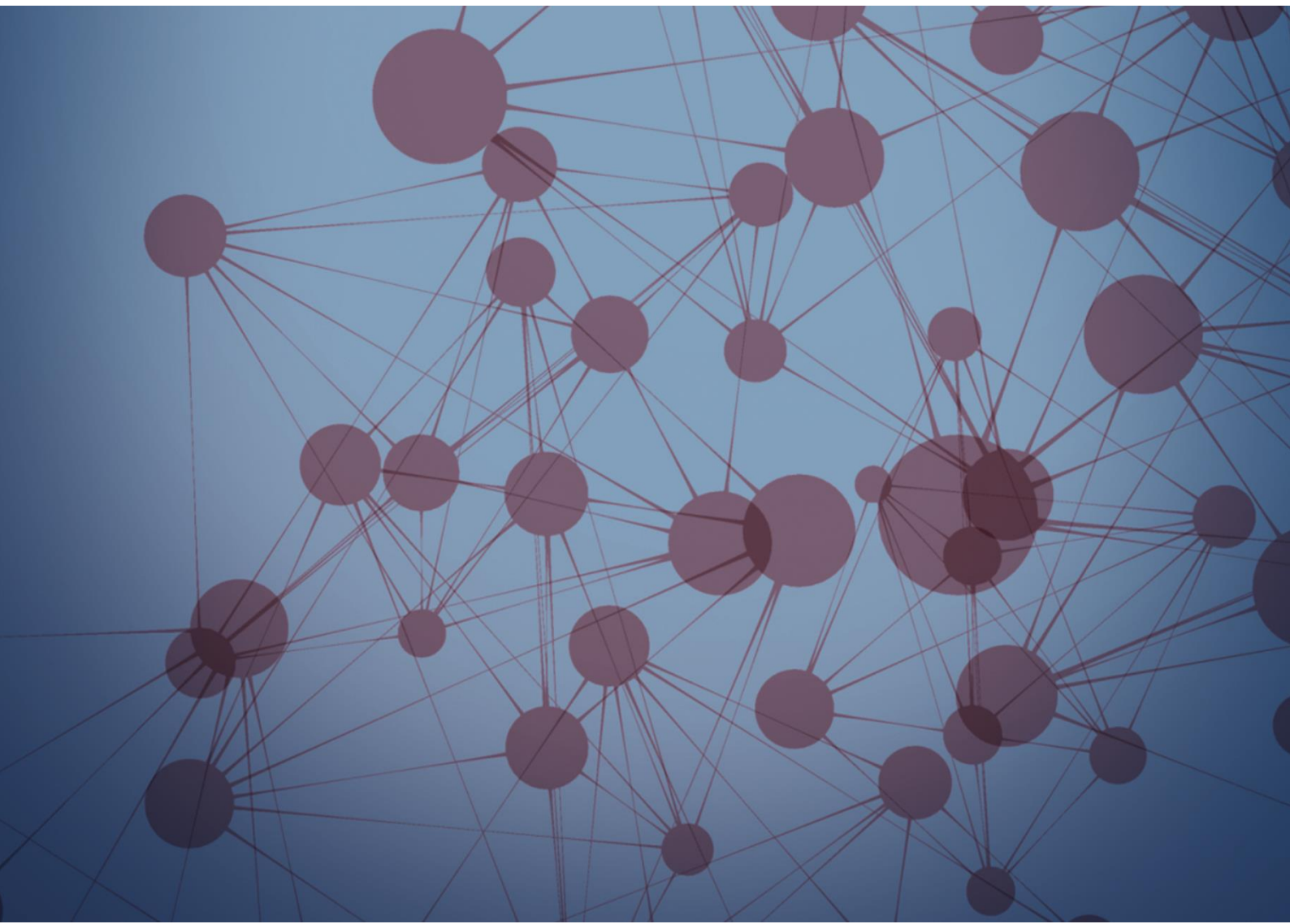


The Royal Australasian College of Physicians

Basic Training Curriculum

Basic Training Competencies

Adult Internal Medicine and Paediatrics & Child Health



This document is to be used in conjunction with the Basic Training Entrustable Professional Activities, Basic Training Knowledge Guides – Adult Internal Medicine / Paediatrics & Child Health. Learning, teaching, and assessment information will be published later.

How to reference this document

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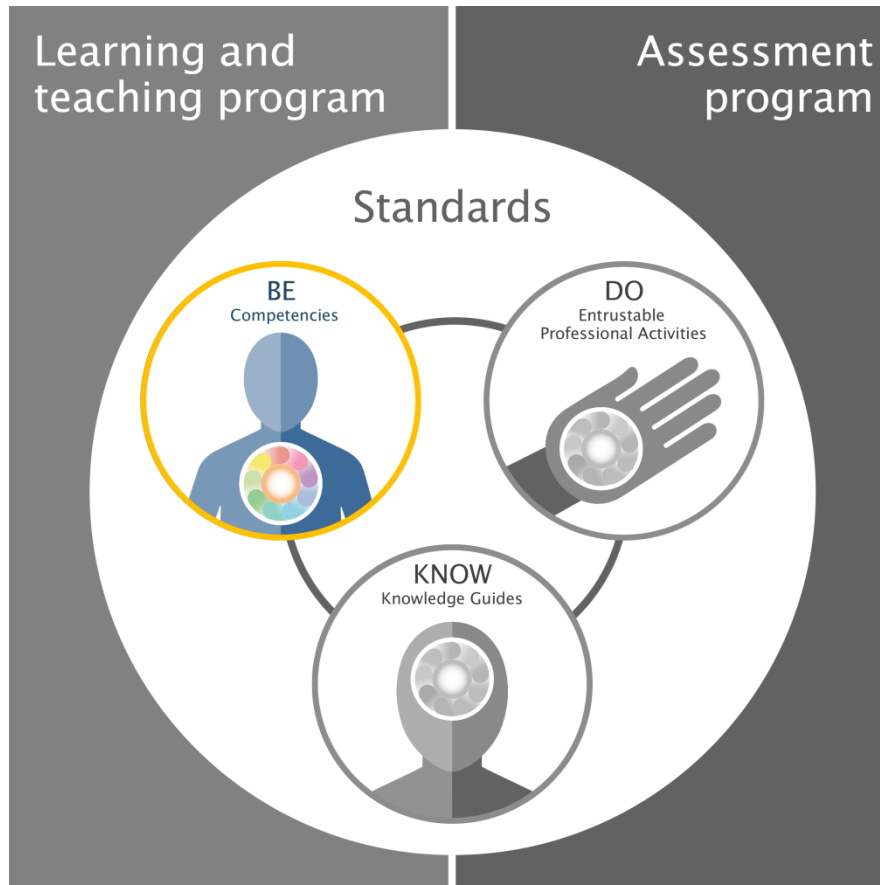


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Introduction

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.

THEME	COMPETENCY
<p data-bbox="215 488 391 515">Medical expertise</p>  <p data-bbox="430 448 566 474">Knowledge</p> <hr/> <p data-bbox="430 555 670 582">Acute management</p> <hr/> <p data-bbox="430 633 550 660">Synthesis</p> <hr/> <p data-bbox="430 772 590 799">Management</p> <hr/> <p data-bbox="430 884 710 911">Broader considerations</p>	<p data-bbox="742 347 1364 407">By the completion of Basic Training, a trainee will be able to:</p> <hr/> <p data-bbox="742 448 1396 542">Develop knowledge of the scientific basis of health and disease and apply this to the management of patients (<i>see knowledge guides</i>).</p> <hr/> <p data-bbox="742 555 1252 616">Recognise critically unwell patients, initiate management, and escalate as appropriate.</p> <hr/> <p data-bbox="742 633 1380 750">Gather relevant data via age- and context-appropriate means to develop reasonable differential diagnoses, recognising and considering interactions and impacts of comorbidities.</p> <hr/> <p data-bbox="742 772 1364 866">Formulate management plans in partnership with patients, families, or carers¹ and in collaboration with the health care team.</p> <hr/> <p data-bbox="742 884 1364 1034">Develop diagnoses and management plans that integrate an understanding of individual patients' circumstances, including psychosocial factors and specific vulnerabilities, epidemiology, and population health factors (<i>see knowledge guides</i>).</p>
<p data-bbox="215 1108 383 1135">Communication</p>  <p data-bbox="430 1070 678 1131">Effective communication skills</p> <hr/> <p data-bbox="430 1153 694 1236">Communication with patients, families, and carers</p> <hr/> <p data-bbox="430 1258 678 1348">Communication with professionals and professional bodies</p>	<p data-bbox="742 1070 1380 1131">Use effective and appropriate verbal, non-verbal, and written communication skills.</p> <hr/> <p data-bbox="742 1153 1364 1214">Demonstrate collaborative, effective, and empathetic communication with patients, families, and carers.</p> <hr/> <p data-bbox="742 1258 1380 1377">Demonstrate collaborative, respectful, and empathetic clinical communication with juniors, peers, senior colleagues, and other health professionals and agencies.</p> <hr/> <p data-bbox="742 1400 1396 1482">Demonstrate collaborative and effective communication regarding training with supervisors and professional bodies.</p>
<p data-bbox="215 1563 391 1590">Quality and safety</p>  <p data-bbox="430 1527 598 1554">Patient safety</p> <hr/> <p data-bbox="430 1608 686 1691">Prevention and management of risks and potential harm</p> <hr/> <p data-bbox="430 1758 678 1785">Quality improvement</p>	<p data-bbox="742 1527 1316 1588">Take responsibility for the safe care of individual patients.</p> <hr/> <p data-bbox="742 1608 1125 1635">Optimise safe working practices.</p> <hr/> <p data-bbox="742 1653 1332 1736">Understand and participate in recognition of and reporting on adverse events and errors to improve healthcare systems.</p> <hr/> <p data-bbox="742 1758 1364 1792">Engage in continuous quality improvement methods.</p>

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:	
 <p data-bbox="236 331 368 376">Teaching and learning</p>	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. Provide supervision for junior colleagues.
 <p data-bbox="252 696 352 719">Research</p>	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.
 <p data-bbox="240 1043 363 1088">Cultural competence</p>	Developing cultural competency	Identify and address their own cultural learning needs.
	Practicing in a culturally competent manner	Communicate effectively with people from culturally and linguistically diverse backgrounds. Recognise and respect the influence of cultural and religious backgrounds, attitudes and beliefs, and socioeconomic backgrounds, when managing and treating patients. Recognise how the special status of Māori (New Zealand) and the special history of Aboriginal and Torres Strait Islander peoples (Australia) impacts on their current health status.
	Supporting culturally appropriate practices	Identify and act on cultural bias or inequity within healthcare services and other organisations. Develop effective cross-cultural partnerships to improve health outcomes.

THEME	COMPETENCY By the completion of Basic Training, a trainee will be able to:	
<div style="text-align: center;"> <p data-bbox="199 324 406 392">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
		By the completion of Basic Training, a trainee will be able to:
<p>Judgement and decision making</p> 	Diagnostic reasoning	Apply sound diagnostic reasoning to clinical problems, to make logical and safe clinical decisions.
		Apply judicious and cost-effective use of health resources to their practice.
	Task delegation	Recognise their own limitations and seek help when required.
		Apply good judgement and decision making to the delegation of tasks.
<p>Leadership, management, and teamwork</p> 	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.
	Wellbeing	Maintain personal health and wellbeing and consider the health and safety of juniors, peers, senior colleagues, and other health professionals.
<p>Health policy, systems, and advocacy</p> 	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.