

Please complete all sections

Term Details			
Term Name	Click or tap here to enter text.		
Term Location/THS Site:		Term Location: <i>(for non THS locations)</i>	Click or tap here to enter text.
Parent Health Service: <i>(only for other external site)</i>			
Term Speciality: <i>(A major branch of medical practice, usually represented by a specialty college eg. surgery, medicine)</i>	Click or tap here to enter text.	Term Sub-specialty: <i>A branch of a specialty, most commonly in medicine or surgery)</i>	Click or tap here to enter text.
Is this a service term? <i>(A relief or night cover term)</i>		Term duration:	
Clinical Experience Classification (max of 2)	Choose an item. Choose an item.		
PGY Level:		Term Description Version Number:	

Team Structure – Key Staff:		
Name	Role	Contact
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
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Supervision details:			
<p>Term Supervisor: The person responsible for orientation and assessment during a particular term. They may also provide primary clinical supervision of the prevocational doctor for some or all of the term.</p> <p>Clinical Supervisor: A medical practitioner who supervises the prevocational doctor while they are assessing and managing patients.</p> <ul style="list-style-type: none"> • Primary clinical supervisor(s) – is the supervisor with consultant level responsibility for managing patients in the relevant discipline that the prevocational doctor is caring for. The consultant in this role might change and could also be the term supervisor. • Clinical supervisor(s) (day-to-day) is an additional supervisor who has direct responsibility for patient care, provides informal feedback, and contributes information to assessments. This occurs in many settings, and the person in this role should remain relatively constant during the term. They should be at least PGY3 level, such as a registrar. 			
Supervision Role	Name	Position	Contact
Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
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Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Overview of the Term	
Term (unit) Overview	Click or tap here to enter text.
Clinical Responsibilities & Tasks	Click or tap here to enter text.

Term Details	
Orientation	Click or tap here to enter text.
Supervision	Click or tap here to enter text.
Shift Arrangements	Click or tap here to enter text.
Feedback and Assessment	<p>Education Maximise your learning opportunities whilst on the unit by presenting cases and asking questions. Refer to unit timetable for Unit specific educational opportunities.</p> <p>Individualised Learning Objectives Supervisors should discuss specific learning requirements with the Intern/RMO/IMG and develop individual learning objectives with the Intern/RMO/IMG.</p> <p>Assessment and Feedback Mid and End Term Assessments are a mandatory component of training. PMCT will remind you to obtain these assessments when they are due. You are to give your Mid and End of Term Assessments to your Unit Supervisor. These are to be completed in consultation with other members of the team (Consultants, Registrars, Nurses, and other professional staff).</p> <p>Completed Assessments are to be given to you in person and discussed. If any areas for improvement are identified they are to be clearly documented with a plan and timeframes noted. These MUST be discussed with your supervisor.</p> <p>All completed and signed mid and end of term assessments are to be submitted to PMCT electronically. At the end of the term you may be required to meet with the MEA or DCT to undertake an interview regarding your progress.</p>

Term Learning Objectives:

Please list the top 5 learning outcomes for the term	
1	Click or tap here to enter text.
2	Click or tap here to enter text.
3	Click or tap here to enter text..
4	Click or tap here to enter text.
5	Click or tap here to enter text.

Timetable

Rosters & Shift Arrangements							
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning							
Afternoon							
Evening							
Education, Department & Hospital Education							
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Outcome statements:

It is expected that the prevocational doctor will be exposed to and/or assessed on the following statements during this term

Domain 1: The prevocational doctor as practitioner	Domain 2: The prevocational doctor as professional and leader	Domain 3: The prevocational doctor as a health advocate	Domain 4: The prevocational doctor as a scientist and scholar
<p>1.1 Place the needs and safety at the centre of the care process, working within statutory and regulatory requirements and guidelines. Demonstrate skills including effective handover, graded assertiveness, delegation and escalation, infection control, and adverse event reporting.</p> <p>1.2 Communicate sensitively and effectively with patients, their family and carers, and health professionals, applying the principles of shared decision-making and informed consent.</p> <p>1.3 Demonstrate effective, culturally safe interpersonal skills, empathetic communication, and respect within an ethical framework inclusive of indigenous knowledges of wellbeing and health models to support Aboriginal and Torres Strait Islander patient care</p> <p>1.4 Perform and document patient assessments, incorporating a problem-focused medical history with a relevant physical examination, and generate a valid differential diagnosis and/or summary of the patient's health and other relevant issues</p> <p>1.5 Request and accurately interpret common and relevant investigations using evidence-informed knowledge and principles of sustainability and cost-effectiveness</p> <p>1.6 Safely perform a range of common procedural skills required for work as a PGY1 and PGY2 doctor.</p> <p>1.7 Make evidence-informed management decisions and referrals using principles of shared decision-making with patients, carers and health care team</p> <p>1.8 Prescribe therapies and other products including drugs, fluids, electrolytes, and blood products safely, effectively and economically</p> <p>1.9 Recognise, assess, communicate and escalate as required, and provide immediate management to deteriorating and critically unwell patients.</p> <p>1.10 Appropriately use and adapt to dynamic systems and technology to facilitate practice, including for documentation, communication, information management and supporting decision-making</p>	<p>2.1 Demonstrate ethical behaviours and professional values including integrity, compassion, self-awareness, empathy, patient confidentiality and respect for all.</p> <p>2.2 Identify factors and optimise personal wellbeing and professional practice, including responding to fatigue, and recognising and respecting one's own limitations to mitigate risks associated with professional practice.</p> <p>2.3 Demonstrate lifelong learning behaviours and participate in, and contribute to, teaching, supervision and feedback.</p> <p>2.4 Take increasing responsibility for patient care, while recognising the limits of their expertise and involving other professionals as needed to contribute to patient care.</p> <p>2.5 Respect the roles and expertise of healthcare professionals, and learn and work collaboratively as a member of an inter-personal team.</p> <p>2.6 Contribute to safe and supportive work environments, including being aware of professional standards and institutional policies and processes regarding bullying, harassment and discrimination for themselves and others.</p> <p>2.7 Critically evaluate cultural safety and clinical competencies to improve culturally safe practice and create culturally safe environments for Aboriginal and Torres Strait Islander communities. Incorporate into the learning plan strategies to address any identified gaps in knowledge, skills, or behaviours that impact Aboriginal and Torres Strait Islander patient care.</p> <p>2.8 Effectively manage time and workload demands, be punctual, and show ability to prioritise workload to manage patient outcomes and health service functions.</p>	<p>3.1 Incorporate disease prevention, relevant health promotion and health surveillance into interactions with individual patients, including screening for common diseases, chronic conditions, and discussions of healthcare behaviours with patients</p> <p>3.2 Apply whole-of-person care principles to clinical practice, including consideration of a patient's physical, emotional, social, economic, cultural and spiritual needs and their geographical location, acknowledging that these factors can influence a patient's description of symptoms, presentation of illness, healthcare behaviours and access to health services or resources.</p> <p>3.3 Demonstrate culturally safe practice with ongoing critical reflection of the impact of health practitioner's knowledge, skills, attitudes, practising behaviours and power differentials in delivering safe, accessible and responsive healthcare free of racism and discrimination.</p> <p>3.4 Demonstrate knowledge of the systemic and clinician biases in the health system that impact on the service delivery for Aboriginal and Torres Strait Islander peoples. This includes understanding current evidence around systemic racism as a determinant of health and how racism maintains health inequity.</p> <p>3.5 Demonstrate knowledge of the ongoing impact of colonisation, intergenerational trauma and racism on the health and wellbeing of Aboriginal and Torres Strait Islander peoples.</p> <p>3.6 Partner with the patient in their healthcare journey, recognising the importance of interaction with and connection to the broader healthcare system. Where relevant, this should include culturally appropriate communication with caregivers and extended family members while also including and working collaboratively with other health professionals (including Aboriginal Health Workers, practitioners and Liaison Officers).</p>	<p>4.1 Consolidate, expand and apply knowledge of the aetiology, pathology, clinical features, natural history and prognosis of common and important presentations in a variety of stages of life and settings.</p> <p>4.2 Access, critically appraise and apply evidence from the medical and scientific literature to clinical and professional practice.</p> <p>4.3 Participate in quality assurance and quality improvement activities such as peer review of performance, clinical audit, risk management, incident reporting and reflective practice.</p> <p>4.4 Demonstrate a knowledge of evidence-informed medicine and models of care that support and advance Aboriginal and Torres Strait Islander health.</p>

Accreditation details (PMCT use only)		
Accreditation body:	PMCT	
Accreditation status:	Preliminary Accreditation	
Version Number:	Click or tap here to enter text.	
Number of accredited posts (if known):	PGY1: number	PGY2: number
Accredited dates:	Approved date: date.	Review date: date.

Approval		
Reviewed by:	Click or tap here to enter text.	Date: Click or tap to enter a date.
Delegated authority:	Click or tap here to enter text.	Date: Click or tap to enter a date.
Approved by:	Click or tap here to enter text.	Date: Click or tap to enter a date.

Term Version History			
Date effective	Author/Editor	Version	Change Reference Information
Click or tap to enter a date.	Click or tap here to enter text.		Click or tap here to enter text.
Click or tap to enter a date.	Click or tap here to enter text.		Click or tap here to enter text.