

## **Expectations for Level of Achievement of the Graduate Capabilities in Each Phase of the Curriculum**

The attached document sets out expectations regarding the progress which students will be expected to make towards achieving the graduate capabilities in each phase of the new medical curriculum.

When reading **Section One** of this document it is essential to read all of the capabilities for a phase before concluding that any aspect has been missed. There are many elements of knowledge and performance that could easily relate to a number of capabilities. For the sake of convenience in teaching and assessment and to avoid repetition we have generally assigned these to only one capability.

**Section Two** is a summary of the development of each capability over the three phases of the curriculum. The capabilities have often been abbreviated and/or combined in this section. The numbers in brackets refer back to the full wording of the capability in Section One. The Black Dots (●) in the phase columns indicate an emphasis on the development of the relevant capability. All capabilities are cumulative, so that once developed in any phase they are expected to be refined and exercised in subsequent phases.

These expectations for the different phases are intended to provide a framework for assessment and should be read with this in mind. We have attempted to find a balance between detail and simplicity which will enable the document to be useful in this regard.

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### **Revision History**

Phase 1 Last Revised – June 2010

Phase 2 Last Revised – Feb 2011

**Section One: Graduate Capability Achievement Levels for each Phase of the Curriculum**

## PHASE ONE EXPECTATIONS FOR THE GRADUATE CAPABILITIES

1.1: Using Basic and Clinical Sciences	1.2: Social and Cultural Aspects of Health and Disease	1.3: Patient Assessment and Management	1.4: Effective Communication
<p><i>In relation to themes and content areas which have been studied, the student:</i></p> <p><b>Mechanisms of Health and Disease</b></p> <p>1.1.1 Explains mechanisms that maintain a state of health.</p> <p>1.1.2 Recognises health problems and relates normal structure and function to abnormalities.</p> <p>1.1.3 Describes the patho-physiological process of health problems and can explain their basis at the whole person, organ system, cellular and molecular levels.</p> <p>1.1.4 Identifies the components of “basic/ medical” science that are necessary to understand a scenario that has not been studied, locates relevant information and interprets the scenario when the relevant information is available.</p> <p><b>Approaches to Management</b></p> <p>1.1.5 Articulates a general plan of management, consistent with the Patho physiological model of illness at an elementary level that includes an understanding of foundation pharmacological principles.</p>	<p><i>In relation to themes and content areas which have been studied, the student:</i></p> <p><b>Social Determinants of Health &amp; Disease</b></p> <p>1.2.1 Identifies environmental, psychological, social and cultural issues which contribute to health problems in a scenario (eg sexuality, stress, family relationships, risky behaviours).</p> <p>1.2.2 Explains the mechanisms by which those psychological, social and cultural issues identified affect health.</p> <p>1.2.3 Identifies health care needs of different groups in society (eg the elderly, indigenous people, immigrant groups and refugees).</p> <p><b>Measuring Health Status</b></p> <p>1.2.4 Describes and interprets patterns of illness including use of basic statistical and epidemiological concepts.</p> <p><b>Health Care Systems</b></p> <p>1.2.5 Understands equity and its implications for health care delivery for individual and population based approaches.</p> <p>1.2.6 Describes the basic structure of the Australian health care system including the responsibilities of Commonwealth, State, Non-government organisations and the private sector.</p> <p>1.2.7 Describes how people living in Australia access (or are unable to access) their health care system.</p> <p><b>Improving Health by Public Health Approaches</b></p> <p>1.2.8 Describes primary, secondary and tertiary approaches to disease prevention and health improvement.</p> <p>1.2.9 Distinguishes between surveillance and screening and can describe the principles of screening, including characteristics and impact of tests.</p>	<p><b>Consultation</b></p> <p>1.3.1 Identifies important symptoms and signs related to body system(s).</p> <p><b>Physical Examination</b></p> <p>1.3.2 Examines a system in isolation to a standard as described in the Phase 1 Clinical Skills guide.</p> <p><b>Procedural Skills</b></p> <p>1.3.3 Can satisfactorily perform procedural skills listed in the Phase 1 Clinical Skills guide.</p> <p><b>Clinical Reasoning</b></p> <p>1.3.4 Applies clinical reasoning to relevant health scenarios, including the identification of key features and clinical patterns.</p> <p><i><b>Patient Assessment and Management</b> involves communication. Refer to the capability of <b>Effective Communication</b> for other relevant elements.</i></p>	<p><b>Communicates Effectively with Patients and their Families</b></p> <p>1.4.1 Understands principles of good communication (e.g. effective questioning, active listening, understanding the patient perspective including recognising cultural differences and commonalities, acknowledging and working to overcome judgement &amp; prejudice).</p> <p>1.4.2 Applies these principles to 1:1 consultation with a patient:</p> <ul style="list-style-type: none"> <li>• Establishes rapport.</li> <li>• Identifies reason for encounter.</li> <li>• Explores patient problem(s).</li> <li>• Identifies significant features of history.</li> <li>• Determines patient expectations.</li> <li>• Displays respect and empathy for patients from differing backgrounds.</li> <li>• Determines impact of problem on patient’s life.</li> <li>• Provides structure to consultation.</li> </ul> <p><b>Communicates Effectively with Peers and Tutors</b></p> <p>1.4.3 Presents reports effectively to groups of peers.</p> <p><b>Communicates about health behaviour</b></p> <p>1.4.4 Develops clear written/visual information in relation to health and health promotion for specific target groups.</p> <p>1.4.5 Explores patient views about lifestyle and behaviours that may be detrimental to health.</p> <p><b>Written Communication</b></p> <p>1.4.6 Writes clearly and logically, using appropriate language, media and style for the intended audience.</p>

## PHASE ONE EXPECTATIONS FOR THE GRADUATE CAPABILITIES

1.5: Team Work	1.6: Self Directed Learning and Critical Evaluation	1.7: Ethics and Legal Responsibilities	1.8: Reflective Practitioner
<p><b>Participates Effectively in Peer Groups</b></p> <p>1.5.1 Identifies different purposes of group work, analyses how well groups work, discusses differences in contribution styles and identifies contributions in terms of task focused behaviour, group support behaviour, non-productive behaviour.</p> <p>1.5.2 Gives feedback on group roles and contributions constructively and respectfully, receives feedback openly and non-defensively.</p> <p>1.5.3 Analyses and evaluates own roles and contributions to group work using own observations and feedback from others.</p> <p>1.5.4 Monitors roles and contributions to group work, the learning environment and group process, communicates concerns appropriately and acts to ensure effective group process.</p> <p><b>Participates Effectively in Health Care Teams</b></p> <p>1.5.5 Explains roles and functions of other health professionals in patient care.</p>	<p><b>Directing own learning</b></p> <p>1.6.1 Identifies questions and learning needs arising from scenario sessions and other teaching activities. Engages in appropriate activities to address identified needs.</p> <p>1.6.2 Initiates at least one individual assignment in Phase 1. Negotiates the focus and scope and completes the project substantially as planned.</p> <p>1.6.3 Registers for and submits an individual assignment and group project in each course, addressing registration and task requirements satisfactorily and in a timely manner.</p> <p><b>Finding, Evaluating and Synthesising Evidence</b></p> <p>1.6.4 Demonstrates the following skills in Phase 1:</p> <ul style="list-style-type: none"> <li>Formulating and applying appropriate information searching strategies.</li> <li>Using databases such as Medline and other information sources appropriately.</li> <li>Appraising the quality and relevance of the information found.</li> <li>Using appropriate citation standards.</li> </ul> <p>1.6.5 Demonstrates an understanding of basic statistical principles and ability in handling and presenting quantitative, and to a lesser degree qualitative, information appropriately.</p> <p><i><b>Self-Directed Learning and Critical Evaluation involves both self-assessment and reflection. These elements are addressed under the capability of Reflective Practitioner.</b></i></p>	<p><b>Developing a Personal Value System</b></p> <p>1.7.1 Explores the psychological, social and cultural determinants of one's own values and can discuss the relevance and appropriateness of personal values in clinical medicine.</p> <p><b>Sensitivity, Tolerance and Respect for Others</b></p> <p>1.7.2 Develops sensitivity to different needs and values of others, including those from different social and cultural backgrounds, and acts with respect.</p> <p>1.7.3 Identifies and discusses ethical issues in interactions between fellow students, with staff and with patients.</p> <p><b>Clinical Ethics</b></p> <p>1.7.4 Identifies and discusses the ethical aspects of scenarios and other experiences.</p> <p>1.7.5 Understands the need for patient autonomy, informed consent, confidentiality and privacy.</p> <p>1.7.6 Understands and can discuss a number of different ethical perspectives and apply at least three of these to clinical situations.</p> <p><b>Legal Responsibilities</b></p> <p>1.7.7 Understands the legal responsibilities of health professionals in relation to duty of care.</p> <p><b>Academic and Professional Conduct</b></p> <p>1.7.8 Demonstrates honesty and integrity in academic conduct and professional contexts.</p>	<p><b>Self and Peer Assessment</b></p> <p>1.8.1 Engages in self-assessment of own work and of contributions to project, scenario and clinical group activities.</p> <p>1.8.2 Engages in peer assessment of others' work and of others' contributions to scenario and clinical groups.</p> <p>1.8.3 Participates constructively in portfolio and small group reviews, evaluating own learning outcomes and processes, and identifying issues that need to be addressed.</p> <p><b>Reflective Practitioner</b></p> <p>1.8.4 Provides accurate and neutral descriptions of own behaviour, emotions, and intentions. Analyses the impact of own and other's behaviour and cultural background on self and others.</p> <p>1.8.5 Analyses experiences and feedback in terms of strengths and weaknesses, identifies barriers to improvement in all capability areas and addresses these barriers, or articulates realistic and coherent plans to do so.</p> <p>1.8.6 Identifies limits of own understanding and skill, and identifies issues for further learning.</p> <p>1.8.7 Seeks additional information and help appropriately.</p> <p><i>Reflective practice involves giving and receiving feedback. Feedback is addressed in the <b>Teamwork and Effective Communication</b> capabilities.</i></p>

### PHASE TWO EXPECTATIONS FOR THE GRADUATE CAPABILITIES

2.1: Using Basic and Clinical Sciences	2.2: Social and Cultural Aspects of Health and Disease	2.3: Patient Assessment and Management	2.4: Effective Communication
<p><b>Mechanisms of Health and Disease</b> 2.1.1 Applies knowledge of clinical presentations, scientific principles and mechanisms of disease to understand and explain health problems that they encounter in the list of designated cases and conditions for Phase 2.</p> <p><b>Diagnostic Investigations</b> 2.1.2 From a range of options, rationally selects and interprets diagnostic investigations that are appropriate for cases and conditions encountered in Phase 2.</p> <p><b>Approaches to Management</b> 2.1.3 Explains how management strategies effectively interrupt or alter the process leading to disease or illness. 2.1.4 Explains pharmacological properties and mechanisms of standard treatments, with recognition of the diversity of responses to medication.</p>	<p><b>Social Determinants of Health and Disease</b> 2.2.1 Identifies environmental, psychological, social and cultural issues that contribute to health problems seen in clinical and community settings. 2.2.2 Continues to develop understanding of how environmental, psychological, social and cultural issues affect the health of individuals and populations and how they might be mediated, while respecting diversity.</p> <p><b>Measuring Health Status</b> 2.2.3 Describes the principles and rationale for screening procedures, including costs &amp; benefits, sensitivity, specificity and adverse impacts.</p> <p><b>Improving Health by Population Health Approaches</b> 2.2.4 Describes and critically analyses population health interventions, identifying reasons for health problems in the target community, evaluating the selection of a particular intervention, its reach and effectiveness.</p> <p><b>Health Care Systems</b> 2.2.5 Understands that the health system must balance differing needs and priorities in the way it manages use of health resources and access to health care.</p>	<p><b>Consultation</b> 2.3.1 Conducts a detailed consultation with a patient and their family/carer that is efficient, focussed and culturally sensitive for the conditions listed in the Phase 2 Clinical Skills Guide. 2.3.2 Elicits individual risk factors related to lifestyle, occupation, family and social background and identifies social, cultural and psychological factors affecting a patient, and describes their effect on the patient's health.</p> <p><b>Physical Examination</b> 2.3.3 Conducts a physical examination of the child, adult and elderly patient (to the standard described in the Phase 2 Clinical Skills Guide), taking into account their age, level of comfort and physical condition.</p> <p><b>Procedural Skills</b> 2.3.4 Can satisfactorily perform procedural skills listed in the Phase 2 Clinical Procedural Skills Log.</p> <p><b>Clinical Reasoning</b> 2.3.5 Begins to use pattern recognition and understand the value of specific clinical features in developing differential diagnoses. 2.3.6 Employs clinical reasoning skills in developing management plans that encompass the multiple aspects of the health issue(s) in view, identifying clinical features that necessitate urgent action. 2.3.7 Identifies the longitudinal impact of illness on patients and their families / carers.</p> <p><b>Quality &amp; Safety</b> 2.3.8 Recognises the concepts of risk and error in the healthcare system and understands the importance of quality medical care and the principles of Open Disclosure. 2.3.9 Applies evidence-based principles to clinical problems and understands the quality of use of medicines.</p>	<p><b>Communicates Effectively with Patients and their Families</b> 2.4.1 Effectively applies the principles of good communication in a clinical setting with an awareness of language and cultural issues and the need to explain procedures and obtain informed consent. 2.4.2 Communicates appropriately with difficult or aggressive patients. 2.4.3 Explores lifestyle behaviour with patients, and has an awareness of a range of useful information, programs and services to address any issues identified. 2.4.4 Demonstrates awareness of the sensitivity required when dealing with dying patients and their families, including in situations of sudden and unexpected deaths.</p> <p><b>Communicates Effectively with Peers and Tutors</b> 2.4.5 Demonstrates effective communication with a range of health care professionals. 2.4.6 Presents cases effectively to groups of peers and tutors.</p> <p><b>Communicates with Communities</b> 2.4.7 Develops an awareness of the range of effective health promotion messages that are appropriate to specific target groups within the community.</p>

### PHASE TWO EXPECTATIONS FOR THE GRADUATE CAPABILITIES

2.5: Team Work	2.6: Self Directed Learning and Critical Evaluation	2.7: Ethics and Legal Responsibilities	2.8: Reflective Practitioner
<p><b>Participates Effectively in Peer Groups</b></p> <p>2.5.1 Participates appropriately in group planning to identify goals and constraints, and to develop a process for achieving goals on time.</p> <p>2.5.2 Encourages wide participation and develops strategies to address conflicts and difficulties in group work.</p> <p>2.5.3 Identifies teamwork strengths and deficiencies in self and others and shows evidence of improvement.</p> <p><b>Participates Effectively in Clinical and Community Teams</b></p> <p>2.5.4 Observes and analyses roles and functions of other health professionals and community members.</p>	<p><b>Directing own learning</b></p> <p>2.6.1 Identifies questions and learning needs arising from clinical interactions.</p> <p>2.6.2 Uses a variety of self-directed learning activities (including clinical work and literature searches) to extend learning beyond the prescribed coursework.</p> <p>2.6.3 Efficiently organises own time and activities to complete Independent Learning Project /Honours and other set assignments.</p> <p><b>Finding, Evaluating and Synthesising Evidence</b></p> <p>2.6.4 Reviews and evaluates evidence from a range of sources, including published research and opinion. Articulates a considered critical analysis.</p> <p>2.6.5 Uses Evidence-Based Medicine skills to examine and address clinical and research learning questions.</p>	<p><b>Developing a Personal Value System</b></p> <p>2.7.1 Articulates personal and professional values, can distinguish between these, and can appropriately incorporate these into clinical practice.</p> <p><b>Clinical Ethics</b></p> <p>2.7.2 Develops the capacity to care for others and practises clinical skills with consideration for patients and their responses.</p> <p>2.7.3 Recognises and responds appropriately to ethical aspects of clinical interactions including explaining management options and telling the truth.</p> <p>2.7.4 Recognises and responds appropriately to the complexity of ethical issues throughout all stages of life, particularly at the beginning and end of life.</p> <p><b>Legal Responsibilities</b></p> <p>2.7.5 Understands the professional and legal responsibilities of medical professionals, especially in relation to duty of care, confidentiality, notification, informed consent, and the requirements of relevant legislation.</p> <p><b>Academic and Professional Conduct</b></p> <p>2.7.6 Articulates the importance of honesty and integrity in academic conduct and professional contexts.</p> <p><b>Research Ethics</b></p> <p>2.7.7 Recognises administrative and legal responsibilities in the planning and conduct of research, and demonstrates knowledge of appropriate ethics guidelines for research practice.</p>	<p><b>Engages in reflection with peers based on clinical experiences</b></p> <p><b>Self and Peer Assessment</b></p> <p>2.8.1 Develops an array of self-assessment skills to reflect on own strengths and weaknesses.</p> <p>2.8.2 Seeks feedback on own performances from tutors, peers and patients.</p> <p>2.8.3 Supports the reflective processes of peers (e.g. asks questions, provides constructive feedback).</p> <p>2.8.4 Acts to resolve issues identified in feedback or by reflection.</p> <p><b>Reflective Practitioner</b></p> <p>2.8.5 Provides a rationale for own actions and considers alternate courses of action in discussion with others.</p> <p>2.8.6 Recognises and takes into account the viewpoints of others.</p> <p>2.8.7 Identifies how emotions, stressors, reactions and beliefs affect one's own performance and considers relevant coping strategies.</p> <p><b>Recognising Limits</b></p> <p>2.8.8 Recognises and acknowledges limits of self and peers with regard to knowledge, skills and abilities.</p>

### PHASE THREE EXPECTATIONS FOR THE GRADUATE CAPABILITIES:

3.1: Using Basic and Clinical Sciences	3.2: Social and Cultural Aspects of Health and Disease	3.3: Patient Assessment and Management	3.4: Effective Communication
<p><b>Mechanisms of Health and Disease</b></p> <p>3.1.1 Explains the patho-physiological basis of common clinical presentations.</p> <p>3.1.2 Anticipates possible complications and their patho-physiological basis, as well as measures for prevention and treatment (i.e. work out other courses that the disease process could have taken, and other management options).</p> <p><b>Diagnostic Investigations</b></p> <p>3.1.3 Plans and justifies a series of rational and appropriate investigations and / or screening test options, using EBM skills to take cost-effectiveness, benefit and test accuracy into consideration.</p> <p><b>Approaches to Management</b></p> <p>3.1.4 Predicts likely outcomes of disease and prioritises approaches to individuals with multiple diseases or multi-system diseases, based upon principles of basic/medical science.</p> <p><b>Communication of Understanding</b></p> <p>3.1.5 Teaches/explains in some depth, principles of basic science to more junior colleagues and patients.</p>	<p><b>Social Determinants of Health and Disease</b></p> <p>3.2.1 Plans health care with patients' lifestyle, culture and resources in mind.</p> <p>3.2.2 Understands the current health status and health care needs of populations, including Indigenous people and other disadvantaged groups.</p> <p>3.2.3 Recognises major public health problems and describes their determinants, distribution and prevention strategies; Identifies individuals at risk.</p> <p><b>Improving Health by Social Approaches</b></p> <p>3.2.4 Develops management plans that take account of social, cultural and lifestyle factors relevant to the patient's problems.</p> <p>3.2.5 Familiar with the range of health and other social support services in the community and able to refer patients and collaborate appropriately.</p> <p>3.2.6 Collaborates with other health professionals in health promotion and disease prevention.</p>	<p><b>Assessment</b></p> <p>3.3.1 Elicits the patient's history of current therapies (including OTC, complementary/alternative therapies) and any complications /adverse events from the condition and its treatment.</p> <p>3.3.2 Handles unexpected findings and prolonged uncertainty appropriately.</p> <p>3.3.3 Conducts proficient examination related to patient's presentation.</p> <p>3.3.4 Selects and justifies appropriate investigations and interprets the results appropriately.</p> <p><b>Procedural Skills</b></p> <p>3.3.5 Skills listed for Phase 3.</p> <p><b>Clinical Reasoning</b></p> <p>3.3.6 Demonstrates sound clinical reasoning in responding to clinical problems.</p> <p>3.3.7 Recognises typical and atypical features of a presentation.</p> <p>3.3.8 Identifies an agreed problem list with the patient that takes social, cultural, occupational and economic circumstances into account.</p> <p><b>Management</b></p> <p>3.3.9 Applies appropriate management strategies to patient problems, taking account of best available evidence and patients' circumstances.</p> <p>3.3.10 Collaborates with other health professional in management of patients with chronic and complex conditions, including Indigenous people.</p> <p><b>Quality and Safety</b></p> <p>3.3.11 Understands the part that clinical practice improvement processes (CPI), audit and clinical guidelines play in improving clinical quality and safety.</p> <p>3.3.12 Demonstrates safe prescribing and quality use of medicines.</p>	<p><b>Communicates Effectively with Patients and their Families</b></p> <p>3.4.1 Conducts a proficient in-depth consultation with a patient.</p> <p>3.4.2 Explains the likely progress of a disease to a patient.</p> <p>3.4.3 Finds common ground with the patient in identifying the problem list, negotiating an evidence-based management plan and agreeing roles and responsibilities.</p> <p>3.4.4 Communicates bad news sensitively.</p> <p><b>Communicates Effectively with Peers and Tutors</b></p> <p>3.4.5 Communicates effectively across a clinical team including accurate and pertinent documentation.</p> <p><b>Communicates with Communities</b></p> <p>3.4.6 Writes or critiques a piece of medical journalism.</p>

**PHASE THREE EXPECTATIONS FOR THE GRADUATE CAPABILITIES:**

<b>3.5: Team Work</b>	<b>3.6: Self Directed Learning and Critical Evaluation</b>	<b>3.7: Ethics and Legal Responsibilities</b>	<b>3.8: Reflective Practitioner</b>
<p><b>Participates Effectively in Health Care Teams</b> Groups might include medical teams with members of varying levels of skill and experience or multi-disciplinary groups of health care professionals.</p> <p>3.5.1 Recognises the significant features of a team, including roles, responsibilities, personalities and power relations.</p> <p>3.5.2 Defines an appropriate role for him or her self.</p> <p>3.5.3 Understands events in a team from others' viewpoints, including identifying their goals and recognising their feelings.</p> <p>3.5.4 Analyses and solves problems collaboratively.</p> <p>3.5.5 Behaves pro-actively, taking action and responsibility when necessary.</p> <p>3.5.6 Makes appropriate referrals when necessary.</p> <p>3.5.7 Assesses own performance.</p>	<p>Evidence of continued and routine self-directed learning as defined for level two, plus</p> <p><b>Learning Projects</b></p> <p>3.6.1 Initiates (as opposed to selecting and negotiating) learning projects, in all blocks in this phase.</p> <p><b>Self Development</b></p> <p>3.6.2 Critically evaluates own performances.</p> <p>3.6.3 Undertakes appropriate formal and informal educational activities routinely.</p> <p>3.6.4 Identifies future postgraduate learning needs, environments and challenges.</p> <p>3.6.5 Plans self-care and time-management strategies to facilitate transition to subsequent training.</p>	<p><b>Developing a Personal Value System</b></p> <p>3.7.1 Articulates personal and professional values and can demonstrate the manner in which these support the well-being of patients and others.</p> <p><b>Clinical Ethics</b></p> <p>3.7.2 Recognises and responds appropriately to ethical issues in clinical medicine including complex interactions involving patients, their families and other care providers.</p> <p>3.7.3 Can identify inappropriate behaviour of self and others—from ethical and legal standpoints—and identify effective goals and strategies for overcoming these difficulties.</p> <p>3.7.4 Can analyse the extent to which systemic factors support equitable and compassionate health care.</p> <p><b>Legal Responsibilities</b></p> <p>3.7.5 Understands the law relating to health care, and applies this in a way that supports effective clinical practice.</p>	<p>As for phases one and two, with all elements now frequent, plus...</p> <p><b>Reflective Practitioner</b></p> <p>3.8.1 Recognises the influence of contextual, social, political and cultural factors on situations and takes these into account when acting and justifying actions.</p> <p>3.8.2 Recognises the viewpoints of others (peers, patients, allied health staff, family members...) and takes these into account when formulating and justifying clinical plans and actions.</p> <p>3.8.3 Develops plans for action and for coping in potentially difficult and/or stressful situations.</p> <p>3.8.4 Responds flexibly to changing and uncertain situations.</p> <p><b>Recognising Limits</b></p> <p>3.8.5 Recognises the limits of his/her own knowledge and skill, and seeks appropriate and timely assistance.</p> <p>3.8.6 Acknowledges his/her limitations and mistakes and reflects on them so as to develop both personally and professionally.</p>

## **Section Two: Development of Each Capability over the Three Phases of the Curriculum**

This section presents a summary of the development of each capability over the three phases of the curriculum. The capabilities have often been abbreviated and/or combined in this section. The numbers in brackets refer back to the full wording of the capability elements in Section One. The Black Dots (●) in the columns indicate an emphasis on the development of the relevant capability. All capabilities are cumulative, so that once developed they are expected to be refined and exercised in subsequent phases.

# 1: Using Basic and Clinical Science in the Practice of Medicine

## Mechanisms of Health and Disease

- Explains mechanisms that maintain a state of health. (1.1.1)
- Recognises health problems and relate to normality. (1.1.2)
- Identifies the components of “basic/ medical” science that are necessary to understand a scenario, locates relevant information and interprets the scenario. (1.1.4).
- Describes pathophysiology of diseases and explains at whole person, organ, cellular and molecular levels. (1.1.3, 1.1.4, 2.1.1, 3.1.1)
- Anticipates complications and their basis as well as prevention and treatment (3.1.2)

## Diagnostic Investigations

- Chooses and interprets appropriate investigations. (2.1.2)
- Plans and justifies appropriate investigations using EBM skills. (3.1.3)

## Approaches to Management

- Describes a general management plan consistent with the pathophysiologic model of health and illness. (1.1.5)
- Understands pharmacological principles and mechanisms of standard treatments. (1.1.5, 2.1.4)
- Explains how management plans alter the illness or disease process. (2.1.3)
- Predicts outcomes and prioritises approaches in multiple or multi-system diseases. (3.1.4)

## Communication of Understanding

- Teaches/explains scientific basis of medicine to junior colleagues and patients. (3.1.5)

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## 2: Understanding the Social and Cultural Aspects of Health and Disease

### Social Determinants of Health and Disease

- Identifies environmental, psychological, social and cultural factors that contribute to health or illness. (1.2.1, 2.2.1)
- Explains mechanisms whereby social, cultural and environmental factors affect health. (1.2.2, 2.2.2)
- Identifies health status and needs of different groups in society (e.g. the elderly, Indigenous people, immigrant groups and refugees). (1.2.3, 3.2.2, 3.2.3)
- Plans health care with patients' lifestyle, culture and resources in mind. (3.2.1)
- Recognises major public health problems and individuals at risk. (3.2.3)

### Measuring Health Status

- Describes and interprets patterns of health and illness in society. (1.2.4)
- Explains the utility and limitations of screening individuals or populations for health and illness. (2.2.3)

### Health Care Systems

- Describes the structure of the Australian Health care system and how people in Australia access their health care system. (1.2.6, 1.2.7)
- Understands equity and its implications for Health Care Delivery. (1.2.5)
- Understands how and why the health system balances differing needs and priorities in the use of health resources and access to health care. (2.2.5)

### Improving Health by Public or Population Health Approaches

- Describes primary, secondary and tertiary approaches to disease prevention and health promotion (1.2.8)
- Analyses and evaluates population-based interventions. (2.2.4)
- Develops management plans taking account of social, cultural and lifestyle factors (3.2.4)
- Familiar with community-based health care services and able to refer patients and collaborates appropriately. (3.2.5)
- Collaborates with other health care professionals in health promotion and disease prevention. (3.2.6)

	Phase 1	Phase 2	Phase 3
• Identifies environmental, psychological, social and cultural factors that contribute to health or illness. (1.2.1, 2.2.1)	•	•	
• Explains mechanisms whereby social, cultural and environmental factors affect health. (1.2.2, 2.2.2)	•	•	
• Identifies health status and needs of different groups in society (e.g. the elderly, Indigenous people, immigrant groups and refugees). (1.2.3, 3.2.2, 3.2.3)	•		•
• Plans health care with patients' lifestyle, culture and resources in mind. (3.2.1)			•
• Recognises major public health problems and individuals at risk. (3.2.3)			•
• Describes and interprets patterns of health and illness in society. (1.2.4)	•		
• Explains the utility and limitations of screening individuals or populations for health and illness. (2.2.3)		•	
• Describes the structure of the Australian Health care system and how people in Australia access their health care system. (1.2.6, 1.2.7)	•		
• Understands equity and its implications for Health Care Delivery. (1.2.5)	•		
• Understands how and why the health system balances differing needs and priorities in the use of health resources and access to health care. (2.2.5)		•	
• Describes primary, secondary and tertiary approaches to disease prevention and health promotion (1.2.8)	•		
• Analyses and evaluates population-based interventions. (2.2.4)		•	
• Develops management plans taking account of social, cultural and lifestyle factors (3.2.4)			•
• Familiar with community-based health care services and able to refer patients and collaborates appropriately. (3.2.5)			•
• Collaborates with other health care professionals in health promotion and disease prevention. (3.2.6)			•

### 3: Patient Assessment and Management

#### Consultation

(See also **Effective Communication**)

- Identifies important symptoms related to body systems. (1.3.1)
- Conducts a detailed efficient and focussed consultation with a patient including symptom analysis. (2.3.1)
- Elicits relevant lifestyle, occupational, social and family risk factors for illness and appreciates their significance and identifies social, cultural and psychological factors that impact on a patient's health. (2.3.2)
- Elicits the patient's current therapies and any complications from the condition and its treatment. (3.3.1)

#### Physical Examination

- Examines a system in isolation. (1.3.2)
- Conducts a comprehensive and appropriate physical examination on a child, adult or elderly patient. (2.3.3)
- Conducts a proficient examination related to patient's presentation. (3.3.3)

#### Procedural Skills

- Skills listed for the appropriate phase. (1.3.3, 2.3.6, 3.3.5)

#### Clinical Reasoning

- Applies elementary clinical reasoning to health scenarios. (1.3.4)
- Begins to use pattern recognition and understand the value of specific clinical features in developing differential diagnoses. (2.3.5)
- Employs clinical reasoning skills in developing management plans that encompass multiple aspects of health issues. (2.3.6)
- Identifies the longitudinal impact of illness on patients and families/carers. (2.3.7)
- Demonstrates sound clinical reasoning and diagnostic skills in response to clinical problems. (3.3.6)
- Recognises typical and atypical features of a presentation. (3.3.7)
- Handles unexpected findings and prolonged uncertainty appropriately. (3.3.2)
- Selects and justifies appropriate investigations and management and interprets results. (3.3.4)

#### Quality and Safety

- Recognises the concepts of risk and error, understands the importance of quality medical care and the principles of Open Disclosure (2.3.8)
- Applies evidence-based principles to clinical problems and understands and demonstrates safe prescribing and quality of use of medicines (2.3.9, 3.3.11, 3.3.12)
- Understands the part that clinical practice improvement processes (CPI), audit and clinical guidelines play in improving clinical quality and safety (3.3.10)

	Phase 1	Phase 2	Phase 3
Identifies important symptoms related to body systems. (1.3.1)	●		
Conducts a detailed efficient and focussed consultation with a patient including symptom analysis. (2.3.1)		●	
Elicits relevant lifestyle, occupational, social and family risk factors for illness and appreciates their significance and identifies social, cultural and psychological factors that impact on a patient's health. (2.3.2)		●	
Elicits the patient's current therapies and any complications from the condition and its treatment. (3.3.1)			●
Examines a system in isolation. (1.3.2)	●		
Conducts a comprehensive and appropriate physical examination on a child, adult or elderly patient. (2.3.3)		●	
Conducts a proficient examination related to patient's presentation. (3.3.3)			●
Skills listed for the appropriate phase. (1.3.3, 2.3.6, 3.3.5)	●	●	●
Applies elementary clinical reasoning to health scenarios. (1.3.4)	●		
Begins to use pattern recognition and understand the value of specific clinical features in developing differential diagnoses. (2.3.5)		●	
Employs clinical reasoning skills in developing management plans that encompass multiple aspects of health issues. (2.3.6)		●	
Identifies the longitudinal impact of illness on patients and families/carers. (2.3.7)		●	
Demonstrates sound clinical reasoning and diagnostic skills in response to clinical problems. (3.3.6)			●
Recognises typical and atypical features of a presentation. (3.3.7)			●
Handles unexpected findings and prolonged uncertainty appropriately. (3.3.2)			●
Selects and justifies appropriate investigations and management and interprets results. (3.3.4)			●
Recognises the concepts of risk and error, understands the importance of quality medical care and the principles of Open Disclosure (2.3.8)		●	
Applies evidence-based principles to clinical problems and understands and demonstrates safe prescribing and quality of use of medicines (2.3.9, 3.3.11, 3.3.12)		●	●
Understands the part that clinical practice improvement processes (CPI), audit and clinical guidelines play in improving clinical quality and safety (3.3.10)			●

## 4: Effective Communication with Patients, Team Members, Colleagues and the Community

	Phase 1	Phase 2	Phase 3
<p><b>Communicates Effectively with Patients and Families</b></p> <ul style="list-style-type: none"> <li>• Understands good communication principles. (1.4.1)</li> <li>• Applies principles to a 1:1 consultation with a patient. (1.4.2)</li> <li>• Demonstrates sensitivity with dying patients and their families. (2.4.4)</li> <li>• Effectively applies principles in a clinical setting with an awareness of language and cultural issues – includes explaining procedures or obtaining consent. (2.4.1)</li> <li>• Communicates appropriately with difficult or aggressive patients. (2.4.2)</li> <li>• Conducts proficient in depth consultation. (3.4.1)</li> <li>• Explains likely progress and outcomes of a disease. (3.4.2)</li> <li>• Finds common ground with patient in identifying the problem list, negotiating a management plan and agreeing roles and responsibilities. (3.4.3)</li> <li>• Communicates bad news sensitively. (3.4.4)</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
<p><b>Communicates Effectively with Peers and Tutors</b></p> <ul style="list-style-type: none"> <li>• Presents reports effectively to peers. (1.4.3)</li> <li>• Demonstrates effective communication with a range of health care professionals. (2.4.5)</li> <li>• Presents clinical cases effectively to groups of peers and tutors. (2.4.6)</li> <li>• Communicates effectively across a clinical team including documentation. (3.4.5)</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>Communicates about Health Behaviour</b></p> <ul style="list-style-type: none"> <li>• Develops effective health promoting messages appropriate to target groups. (1.4.4, 2.4.7)</li> <li>• Explore patient views that may be detrimental to health. (1.4.5)</li> <li>• Able to write or critique a piece of medical journalism. (3.4.6)</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>Written Communication</b></p> <ul style="list-style-type: none"> <li>• Writes clearly, logically and appropriately for the intended audience. (1.4.6)</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>		

## 5: Working as a Member of a Team

### Participates Effectively in Peer Groups

- Identifies different purposes of group work, analyses how well a group is working, discusses differences in contribution styles and identify contributions. (1.5.1)
- Gives feedback constructively and respectfully, receives feedback openly and non-defensively. (1.5.2)
- Analyses and evaluates own role and contribution in group work. (1.5.3)
- Analyses and evaluates own role and contribution in group work. (1.5.4)
- Participates appropriately in group planning to identify goals and constraints, and to develop a process for achieving goals on time. (2.5.1)
- Encourage wide participation, addresses obstructive behaviour, acknowledges contributions, analyses and manages difficulties which arise. (2.5.2)
- Identifies teamwork strengths and deficiencies in self and others and shows evidence of improvement. (2.5.3)

### Participates effectively in Health Care Teams

- Explains roles and functions of other health professionals in patient care. (1.5.5)
- Discusses own role as a new member of a team (health care team or team of peers) and relationships with other team members, health professionals and patients. (1.5.6)
- Observes and analyses roles and functions of other health professionals and community members. (2.5.4)
- Recognises significant features of a team, including roles, responsibilities, personalities and power relations. (3.5.1)
- Defines an appropriate role for him or her self (3.5.2)
- Understands events in a team from others' viewpoints, including identifying their goals and recognising their feelings. (3.5.3)
- Analyses and solves problems collaboratively, behaves pro-actively, taking action and responsibility when necessary. (3.5.4, 3.5.5)
- Makes appropriate referrals when necessary. (3.5.6)
- Assesses own performance. (3.5.7)

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## 6: Self-Directed Learning and Critical Evaluation Skills

*Self-Directed Learning and Critical Evaluation involves both self-assessment and reflection. These elements are addressed under the capability of **Development as a Reflective Practitioner**.*

	Phase 1	Phase 2	Phase 3
<p><b>Directing own learning</b></p> <ul style="list-style-type: none"> <li>Identifies questions and learning needs arising from scenario presentations and other teaching activities. Engages in appropriate activities to address identified needs. (1.6.1, 2.6.1)</li> <li>Negotiates the focus and scope of learning projects. (1.6.2,)</li> <li>Uses a variety of self-directed learning activities to extend learning beyond the prescribed coursework. (2.6.2)</li> <li>Completes individual and group learning projects efficiently. (1.6.2, 1.6.3)</li> <li>Efficiently organises own time and activities to complete Independent Learning Project /Honours and other set assignments.(2.6.3)</li> <li>Initiates (as opposed to selecting and negotiating) learning projects. (1.6.2, 3.6.1)</li> </ul>	<ul style="list-style-type: none"> <li>●</li> <li>●</li> <li>●</li> <li>●</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>●</li> <li>●</li> <li>●</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>
<p><b>Finding, Evaluating and Synthesising Evidence</b></p> <ul style="list-style-type: none"> <li>Demonstrates skill in: <ul style="list-style-type: none"> <li>Formulating and applying appropriate information searching strategies</li> <li>Using databases such as Medline and other information sources appropriately.</li> <li>Evaluating the quality and relevance of the information found.</li> <li>Using appropriate citation standards (1.6.4)</li> </ul> </li> <li>Demonstrates an understanding of basic statistical principles and ability in handling and presenting quantitative and qualitative information appropriately. (1.6.5)</li> <li>Demonstrates an understanding of basic statistical principles and ability in handling and presenting quantitative and qualitative information appropriately. (2.6.4)</li> <li>Uses Evidence-Based Medicine skills to examine and address clinical and research learning questions .(2.6.5)</li> </ul>	<ul style="list-style-type: none"> <li>●</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>●</li> <li>●</li> </ul>	
<p><b>Self Development</b></p> <ul style="list-style-type: none"> <li>Critically evaluate own performance and undertakes appropriate formal and informal educational activities routinely. (3.6.2, 3.6.3)</li> <li>Identifies future postgraduate learning needs, environments and challenges; develops strategies and skills to facilitate transition to subsequent training (3.6.4, 3.6.5)</li> </ul>			<ul style="list-style-type: none"> <li>●</li> <li>●</li> </ul>

## 7: Understanding Ethics and Legal Responsibility in Medicine and acting in an Ethical and Socially Responsible Manner

### Developing a Personal Value System

- Explores and can discuss the psychological, social and cultural determinants of one's own values in relation to clinical situations. (1.7.1)
- Articulates personal and professional values and incorporates into clinical practice. (2.7.1, 3.7.1)

### Sensitivity, Tolerance and Respect for Others

- Develops sensitivity to different needs and values of others, including those from different social and cultural backgrounds, and acts with respect. (1.7.2)
- Identifies and discusses ethical issues in interactions between fellow students, with staff and with patients. (1.7.3)

### Clinical Ethics

- Develops the capacity to identify and discuss the ethical aspects of scenarios (1.7.4)
- Understands the need for patient autonomy, informed consent, confidentiality and privacy. (1.7.5)
- Understands and can discuss a number of different ethical perspectives and apply these to clinical situations. (1.7.6)
- Develops the capacity to care for others and practises clinical skills with consideration for patients and their responses (2.7.2)
- Recognises and responds appropriately to ethical aspects of clinical interactions (2.7.3, 3.7.2)
- Recognises the complexity of ethical issues throughout all stages of life and responds appropriately and with consideration for the needs of patients and their families. (2.7.4)
- Can identify inappropriate behaviour of self and others and identify effective goals and strategies for overcoming these difficulties (3.7.3)
- Analyses the extent that systemic factors support equitable and compassionate health care. (3.7.4.)

### Legal Responsibilities

- Understands the professional and legal responsibilities of medical professionals, especially in relation to duty of care, confidentiality, notification, informed consent, and the requirements of relevant legislation. (1.7.7, 2.7.5)
- Understands the law relating to health care, and applies this in a way that supports effective clinical practice. (3.7.5)

### Academic and Professional Conduct

- Demonstrates honesty and integrity in academic conduct and professional contexts (1.7.8, 2.7.6)

### Research Ethics

- Recognises administrative and legal responsibilities and demonstrates knowledge of appropriate ethics (2.7.7)

	Phase 1	Phase 2	Phase 3
Developing a Personal Value System	•		
• Explores and can discuss the psychological, social and cultural determinants of one's own values in relation to clinical situations. (1.7.1)			
• Articulates personal and professional values and incorporates into clinical practice. (2.7.1, 3.7.1)		•	•
Sensitivity, Tolerance and Respect for Others			
• Develops sensitivity to different needs and values of others, including those from different social and cultural backgrounds, and acts with respect. (1.7.2)	•		
• Identifies and discusses ethical issues in interactions between fellow students, with staff and with patients. (1.7.3)	•		
Clinical Ethics			
• Develops the capacity to identify and discuss the ethical aspects of scenarios (1.7.4)	•		
• Understands the need for patient autonomy, informed consent, confidentiality and privacy. (1.7.5)	•		
• Understands and can discuss a number of different ethical perspectives and apply these to clinical situations. (1.7.6)	•		
• Develops the capacity to care for others and practises clinical skills with consideration for patients and their responses (2.7.2)		•	
• Recognises and responds appropriately to ethical aspects of clinical interactions (2.7.3, 3.7.2)		•	•
• Recognises the complexity of ethical issues throughout all stages of life and responds appropriately and with consideration for the needs of patients and their families. (2.7.4)		•	
• Can identify inappropriate behaviour of self and others and identify effective goals and strategies for overcoming these difficulties (3.7.3)			•
• Analyses the extent that systemic factors support equitable and compassionate health care. (3.7.4.)			•
Legal Responsibilities			
• Understands the professional and legal responsibilities of medical professionals, especially in relation to duty of care, confidentiality, notification, informed consent, and the requirements of relevant legislation. (1.7.7, 2.7.5)	•	•	
• Understands the law relating to health care, and applies this in a way that supports effective clinical practice. (3.7.5)			•
Academic and Professional Conduct			
• Demonstrates honesty and integrity in academic conduct and professional contexts (1.7.8, 2.7.6)	•	•	
Research Ethics			
• Recognises administrative and legal responsibilities and demonstrates knowledge of appropriate ethics (2.7.7)		•	

## 8: Development as a Reflective Practitioner

*Reflective practice involves giving and receiving feedback. Feedback is addressed in the teamwork and communication skills capabilities. Reflection becomes focused on clinical experiences in later phases.*

	Phase 1	Phase 2	Phase 3
<p><b>Self and Peer Assessment</b></p> <ul style="list-style-type: none"> <li>Engages in self and peer assessment of own and others' work and contributions to group activities. (1.8.1, 1.8.2)</li> <li>Participates constructively in portfolio and small group reviews, evaluating own learning outcomes and processes, and identifying issues that need to be addressed. (1.8.3)</li> <li>Develops an array of self-assessment skills to reflect on own strengths and weaknesses. (2.8.1)</li> <li>Seeks feedback on own performances from tutors, peers and patients, and acts to address issues raised. (2.8.2, 2.8.4)</li> <li>Supports the reflective processes of peers (e.g. asks questions, provides constructive feedback). (2.8.3)</li> </ul>	<ul style="list-style-type: none"> <li>●</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>●</li> <li>●</li> <li>●</li> </ul>	
<p><b>Reflective Practitioner</b></p> <ul style="list-style-type: none"> <li>Identifies and explains changes in own behaviour and conceptions arising from reflection on past experiences. (1.8.5)</li> <li>Identifies limits or own understanding, identifies issues for further learning and seeks additional information and help appropriately. (1.8.6, 1.8.7)</li> <li>Provides accurate and neutral descriptions of own behaviour, emotions, and intentions. Analyses the impact of own and other's behaviour and cultural background on self and others. (1.8.4,)</li> <li>Provides a rationale for own actions and considers alternate courses of action in discussion with others. (2.8.5)</li> <li>Recognises and takes into account the influence of contextual, social, political and cultural factors, and the viewpoints of others, when discussing issues, or when formulating and justifying clinical plans and actions. (2.8.6, 3.8.1, 3.8.2)</li> <li>Develops plans for action and for coping in potentially difficult and/or stressful situations. (3.8.3)</li> <li>Responds flexibly to changing and uncertain situations. (3.8.4)</li> </ul>	<ul style="list-style-type: none"> <li>●</li> <li>●</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>●</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>●</li> <li>●</li> <li>●</li> </ul>
<p><b>Recognising Limits</b></p> <ul style="list-style-type: none"> <li>Recognises the limits of self and peers with regard to knowledge and skill, and seeks appropriate and timely assistance. (2.8.8, 3.8.5)</li> <li>Acknowledges his or her limitations and mistakes and reflects on them so as to develop both personally and professionally. (3.8.6)</li> </ul>		<ul style="list-style-type: none"> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>●</li> <li>●</li> </ul>