

1. Term details:			
<b>Health Service:</b>		<b>Term duration:</b>	Maximum: 13 weeks
<b>Location/Site:</b>	Click or tap here to enter text.	<b>Clinical experience - Primary:</b>	D: Peri-operative/procedural patient care
<b>Parent Health Service:</b>	Click or tap here to enter text.	<b>Clinical experience - Secondary:</b>	C: Acute and critical illness patient care
<b>Speciality/Dept.:</b>	Anaesthetics and Acute Pain Medicine	<b>Non-clinical experience:</b>	(PGY2 only)
<b>PGY Level:</b>	PGY1	<b>Prerequisite learning:</b>	(if relevant)
<b>Term Descriptor:</b>	<i>Gain foundational critical care and anaesthesia skills through one to one teaching in the operating theatre, recovery room and clinics, from experienced Anaesthetists.</i>		

2. Learning objectives:		
<i>EPA1: Clinical Assessment</i>	Domain 1	Safely performs common procedures where relevant.
	Domain 2	Recognises their own limitations and seeks help when required in an appropriate way.
	Domain 3	Fosters a safe working environment through leadership to support the rights and dignity of Aboriginal and Torres Strait Islander people and colleagues.
	Domain 4	Makes use of local service protocols and guidelines to inform clinical decision-making.
<i>EPA2: Recognition and care of the acutely unwell patient</i>	Domain 1	Identifies deteriorating or acutely unwell patients
	Domain 2	Works effectively as a member of a team and uses other team members, based on knowledge of their roles and skills, as required.
	Domain 3	Demonstrates an ability to advocate for health advancement alongside Aboriginal and Torres Strait Islander peoples (patients and colleagues), in the context of an acutely unwell patient.
	Domain 4	Complies with escalation protocols and maintains up-to-date certification in advanced life support appropriate to the level of training.
<i>EPA3: Prescribing</i>	Domain 1	Writes clearly legible prescriptions or charts using generic names.
	Domain 2	Reports adverse events related to medications.
	Domain 3	Recognises the importance of self-determined decision-making, partnership and collaboration in healthcare which is driven by the individual, family and community.
	Domain 4	Applies the principles of safe prescribing, particularly for drugs with a risk of significant adverse effects, using evidence-based prescribing resources, as appropriate.
<i>EPA4: Team communication – documentation, handover and referrals</i>	Domain 1	Produces medical record entries that are timely, accurate, concise and understandable.
	Domain 2	Demonstrates professional conduct, honesty and integrity.
	Domain 3	Includes relevant information regarding patients' cultural or ethnic background in the handover and whether an interpreter is required.
	Domain 4	Maintains records to enable optimal patient care and secondary use of the document for relevant activities such as adequate coding, incident review, research or medico-legal proceedings.

## 3. Outcome statements:

<b>Domain 1: The prevocational doctor as practitioner</b>	<b>Domain 2: The prevocational doctor as professional and leader</b>	<b>Domain 3: The prevocational doctor as a health advocate</b>	<b>Domain 4: The prevocational doctor as a scientist and scholar</b>
<p><input checked="" type="checkbox"/> 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><input checked="" type="checkbox"/> 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><input checked="" type="checkbox"/> 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><input checked="" type="checkbox"/> 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><input checked="" type="checkbox"/> 1.5 Request and accurately interpret common and relevant investigations using evidence-informed knowledge and principles of sustainability and cost-effectiveness</p> <p><input checked="" type="checkbox"/> 1.6 Safely perform a range of common procedural skills required for work as a PGY1 and PGY2 doctor.</p> <p><input type="checkbox"/> 1.7 Make evidence-informed management decisions and referrals using principles of shared decision-making with patients, carers and health care team</p> <p><input checked="" type="checkbox"/> 1.8 Prescribe therapies and other products including drugs, fluids, electrolytes, and blood products safely, effectively and economically</p> <p><input checked="" type="checkbox"/> 1.9 Recognise, assess, communicate and escalate as required, and provide immediate management to deteriorating and critically unwell patients.</p> <p><input checked="" type="checkbox"/> 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><input checked="" type="checkbox"/> 2.1 Demonstrate ethical behaviours and professional values including integrity, compassion, self-awareness, empathy, patient confidentiality and respect for all.</p> <p><input checked="" type="checkbox"/> 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><input checked="" type="checkbox"/> 2.3 Demonstrate lifelong learning behaviours and participate in, and contribute to, teaching, supervision and feedback.</p> <p><input checked="" type="checkbox"/> 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><input checked="" type="checkbox"/> 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><input checked="" type="checkbox"/> 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><input checked="" type="checkbox"/> 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><input checked="" type="checkbox"/> 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><input type="checkbox"/> 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><input checked="" type="checkbox"/> 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><input checked="" type="checkbox"/> 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><input checked="" type="checkbox"/> 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><input checked="" type="checkbox"/> 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><input checked="" type="checkbox"/> 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><input checked="" type="checkbox"/> 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><input checked="" type="checkbox"/> 4.2 Access, critically appraise and apply evidence from the medical and scientific literature to clinical and professional practice.</p> <p><input checked="" type="checkbox"/> 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><input checked="" type="checkbox"/> 4.4 Demonstrate a knowledge of evidence-informed medicine and models of care that support and advance Aboriginal and Torres Strait Islander health.</p>

4. Supervision details:			
Supervision Role	Name	Position	Contact
Term Supervisor	██████████	Term Supervisor - Anaesthetist	[Email] [Phone via Switchboard – 0000 0000]
Term Supervisor	██████████	Term Supervisor - Anaesthetist	[Email] [Phone via Switchboard – 0000 0000]
Cinical Supervisor (day to day)	TBA	Registrars Fellows	[Phone via Switchboard – 0000 0000]
DCT/SIT	██████████████████	Supervisor of Intern Training	[Email] [Phone via Switchboard – 0000 0000]

<b>EPA Assessors</b> Health Professional that may assess EPAs	<ul style="list-style-type: none"> <li>Click or tap here to enter name and role</li> <li>Click or tap here to enter name and role</li> <li>Click or tap here to enter name and role</li> </ul>
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Team Structure - Key Staff		
Name	Role	Contact
██████████	Director of Anaesthesia	[Email] [Phone via Switchboard – 0000 0000]
██████████	Deputy Director of Anaesthesia	[Email] [Phone via Switchboard – 0000 0000]
██████████	Deputy Director of Anaesthesia	[Email] [Phone via Switchboard – 0000 0000]
██████████	Anaesthetist	[Email] [Phone via Switchboard – 0000 0000]
██████████	Anaesthetist	[Email] [Phone via Switchboard – 0000 0000]

5. Attachments:	
R-over document	<a href="#">Anaesthetics R-over</a>
Unit orientation guide	Click or tap here to enter url of attachment.
Timetable (sample in appendix)	Click or tap here to enter url of attachment.

6. Accreditation details (PMCV use only)		
Accreditation body:	Click or tap here to enter text.	
Accreditation status:	Click or tap here to enter text.	
Accreditation ID:	Click or tap here to enter text.	
Number of accredited posts:	PGY1: number	PGY2: number
Accredited dates:	Approved date: date.	Review date: date.

7. 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.
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Appendix							
Timetable example							
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
<b>Morning</b>	<b>0730</b>	<b>0700</b>	<b>0730</b>	Enter Time	<b>0730</b>	Enter Time	Enter Time
	Start <b>0800</b> Pain round	Dept Education meeting (day rotates per week) <b>0800</b> Orthopaedic Theatre	Start <b>0800</b> Neuro DSA	OFF	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<b>Afternoon</b>	<b>1330</b>	<b>1230-1330</b>	<b>1230-1330</b>		Enter Time	Enter Time	Enter Time
	Endoscopy DS2	Intern Education <b>1330</b> Emergency Theatre	Pre-vocational Education  <b>1330</b> Preadmission Clinic		Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<b>Evening</b>	<b>1700</b>	<b>1700</b>	<b>1730</b>		<b>1730</b>	Enter Time	Enter Time
	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<b>Hours</b>	Total	Total	Total		Total	Total	Total