

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>	A: Undifferentiated illness patient care
<b>Parent Health Service:</b>	N/A	<b>Clinical experience - Secondary:</b>	C: Acute and critical illness patient care
<b>Speciality/Dept.:</b>	<b>Emergency</b>	<b>Non-clinical experience:</b>	(PGY2 only)
<b>PGY Level:</b>	PGY1	<b>Prerequisite learning:</b>	(if relevant)
<b>Term Descriptor:</b>	<p><i>The Emergency term will provide the intern with experience in emergency medical care, in assessing and managing patients with acute, undifferentiated illnesses, including assessing and managing the acutely ill. In addition, the intern will be provided with the opportunity to experience: acute undifferentiated illness, emergent management, legislative requirements and emergency flow system.</i></p> <p><i>Additional considerations relating to this term include the following:</i></p> <ul style="list-style-type: none"> <li>• All patients seen by you should be reviewed by a senior doctor prior to discharge.</li> <li>• For the first two weeks of your first two terms, a senior doctor should always be present when you are on duty.</li> <li>• You should be aware of and familiar with agreed clinical practice guidelines and protocols for the management of common serious conditions. These will assist you to manage the condition and gain from the learning experience.</li> <li>• You should not be expected to manage obstetric patients or children less than two years of age, without direct supervision.</li> </ul>		

2. Learning objectives:		
<b>EPA1: Clinical Assessment</b>	Domain 1	<ul style="list-style-type: none"> <li>• Conducts a comprehensive clinical assessment of emergency patients by obtaining a patient-centred history, examination and appropriate investigations.</li> <li>• Able to make evidence-based management plan for patient care in conjunction with patients, senior medical staff and multidisciplinary teams.</li> <li>• Filters, prioritises and synthesises relevant information to formulate a differential diagnosis</li> <li>• Demonstrates competence in common practical skills such as basic airway management, intravenous and intra-arterial access, suturing, plastering and NGT/IDC insertion.</li> </ul>
	Domain 2	<ul style="list-style-type: none"> <li>• Demonstrates awareness of different cultural requirements and practices cultural safety in working alongside cultural groups including Aboriginal and Torres Strait Islander people.</li> </ul>
	Domain 3	<ul style="list-style-type: none"> <li>• Demonstrates critical reflection of health practitioner knowledge, skills, attitudes, practising behaviours and power differentials in delivering safe, accessible and responsive healthcare free of racism.</li> </ul>
	Domain 4	<ul style="list-style-type: none"> <li>• Performs hand hygiene and takes infection control precautions at appropriate moments.</li> </ul>
<b>EPA2: Recognition and care of the acutely unwell patient</b>	Domain 1	<ul style="list-style-type: none"> <li>• Recognises the acutely unwell or deteriorating patient and identifies common emergencies</li> <li>• Participates in the assessment and management of emergency conditions</li> <li>• Initiates immediate action to implement basic management, including basic life support if required</li> </ul>
	Domain 2	<ul style="list-style-type: none"> <li>• Recognises own limitations and seeks feedback from care team to reflect and improve future patient care.</li> </ul>
	Domain 3	<ul style="list-style-type: none"> <li>• Demonstrates an ability to advocate for health advancement alongside cultural groups including Aboriginal and Torres Strait Islander peoples (patients and colleagues), in the context of an acutely unwell patient.</li> </ul>
	Domain 4	<ul style="list-style-type: none"> <li>• Seeks appropriate assistance and follows local processes for escalation of care, including initiating MET calls or code blues as required. Observes local service protocols and guidelines on acutely unwell patients</li> </ul>
<b>EPA3: Prescribing</b>	Domain 1	<ul style="list-style-type: none"> <li>• Able to obtain accurate medication histories and identifies reliable sources to locate missing information</li> <li>• Prescribes pre- and post-operative medication and other therapies (e.g. fluids, blood products) safely, effectively and economically.</li> <li>• Able to write accurate and clear discharge scripts and medication charts, using generic drug names</li> </ul>
	Domain 2	<ul style="list-style-type: none"> <li>• Works collaboratively with the multidisciplinary team, including pharmacists and nursing staff.</li> </ul>
	Domain 3	<ul style="list-style-type: none"> <li>• Acknowledges and respects patients' cultural and religious background, attitude and beliefs, and how these might influence the acceptability of pharmacological and non-pharmacological management approaches.</li> </ul>
	Domain 4	<ul style="list-style-type: none"> <li>• Applies the principles of safe prescribing, particularly for drugs with a risk of significant adverse effects, using evidence-based prescribing resources, as appropriate.</li> </ul>
<b>EPA4: Team communication – documentation, handover and referrals</b>	Domain 1	<ul style="list-style-type: none"> <li>• Completes discharge summaries, outpatient referrals, medical certificates and work cover certificates in a timely, accurate and concise manner in order to facilitate transfer between episodes of care</li> </ul>
	Domain 2	<ul style="list-style-type: none"> <li>• Demonstrates professional conduct, honesty and integrity in all interactions</li> <li>• Maintains patient privacy and confidentiality, including appropriate storage/disposal of handover notes.</li> </ul>
	Domain 3	<ul style="list-style-type: none"> <li>• Performs a succinct, accurate and relevant clinical handover using the ISBAR format with consideration of relevant information regarding the patient's cultural background and whether an interpreter is required.</li> </ul>
	Domain 4	<ul style="list-style-type: none"> <li>• 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.</li> </ul>

## 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>☒ 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>

## 4. Supervision details:

Supervision Role	Name	Position	Contact
Term Supervisor	[REDACTED]	Clinical Director, Emergency Department (Acting)	[Email] or go through Switchboard *9 to mobile
Term Supervisor	[REDACTED]	Supervisor of Training	[Email] or go through Switchboard *9 to mobile
Cinical Supervisor (day to day)	[REDACTED]	Emergency Department Consultants	Admitting Officer on-call

<b>EPA Assessors</b> <i>Health Professional that may assess EPAs</i>	<ul style="list-style-type: none"> <li>Emergency Department Consultants, once completed supervisor training</li> </ul>
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### Team Structure – Key Staff

Name	Role	Contact
[REDACTED]	Admitting Officer	[Email] or go through Switchboard *9 to mobile
[REDACTED]	Admitting Officer	[Email] or go through Switchboard *9 to mobile
[REDACTED]	Admitting Officer	[Email] or go through Switchboard *9 to mobile
[REDACTED]	Admitting Officer	[Email] or go through Switchboard *9 to mobile
[REDACTED]	Admitting Officer	[Email] or go through Switchboard *9 to mobile
[REDACTED]	Admitting Officer	[Email] or go through Switchboard *9 to mobile
[REDACTED]	Admitting Officer	[Email] or go through Switchboard *9 to mobile
[REDACTED]	Admitting Officer	[Email] or go through Switchboard *9 to mobile
[REDACTED]	Nurse Unit Manager	Email] or call 0000 0000

## 5. Attachments:

R-over document	<a href="#">Directions on how to access R-over document</a>
Unit orientation guide	<a href="#">Directions on how to access Unit orientation guide document</a>
Timetable (sample in appendix)	<a href="#">Directions on how to access timetable document</a>

## 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

<b>Accredited dates:</b>	Approved date: date.	Review date: date.
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<b>7. Approval</b>		
Reviewed by:	, <i>Clinical Director (Acting), Term Supervisor</i>	Date: Click or tap to enter a date.
Delegated authority:	<i>i, Director of Medical Services</i>	Date: Click or tap to enter a date.
Approved by:	<i>PMCV Accreditation Chair</i>	Date: Click or tap to enter a date.

## Appendix

### Timetable example

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
<b>Morning</b>	0700	0700	0700	0700	0700	0700	0700
	Handover	Handover	Handover	Handover	Handover	Handover	Handover
	Morning Intern 0700-1700	Morning Intern 0700-1700	Morning Intern 0700-1700	Morning Intern 0700-1700	Morning Intern 0700-1700	Morning Intern 0700-1700	Morning Intern 0700-1700
	Short Stay Observation Unit Intern 0700-1700	Short Stay Observation Unit Intern 0700-1700	Short Stay Observation Unit Intern 0700-1700	Short Stay Observation Unit Intern 0700-1700	Short Stay Observation Unit Intern 0700-1700	Short Stay Observation Unit Intern 0700-1700	Short Stay Observation Unit Intern 0700-1700
		<b>1300 – 1400 HMO Teaching</b>		<b>1300 – 1400 Intern Teaching</b>			
<b>Afternoon</b>	1500	1500	1500	1500	1500	1500	1500
	Afternoon Intern 1500-2300	Afternoon Intern 1500-2300	Afternoon Intern 1500-2300	Afternoon Intern 1500-2300	Afternoon Intern 1500-2300	Afternoon Intern 1500-2300	Afternoon Intern 1500-2300
	Handover at 1630	Handover at 1630	Handover at 1630	Handover at 1630	Handover at 1630	Handover at 1630	Handover at 1630
			<b>ED Teaching 1500-1600</b>				
<b>Evening</b>	2200	2200	2200	2200	2200	2200	2200
	Handover	Handover	Handover	Handover	Handover	Handover	Handover
	Night Intern 2200-0800	Night Intern 2200-0800	Night Intern 2200-0800	Night Intern 2200-0800	Night Intern 2200-0800	Night Intern 2200-0800	Night Intern 2200-0800
<b>Hours</b>	Total	Total	Total	Total	Total	Total	Total