

Intern training – Intern outcome statements

Introduction

These outcome statements are not a curriculum, but state the broad and significant outcomes that interns should achieve by the end of their programs. Intern training providers are responsible for designing learning programs that will enable interns to achieve these outcomes. The outcome statements provide clinical supervisors and training directors with clear criteria for determining progress and completion.

The outcome statements are:

- set within four domains¹, which align with the *Australian Curriculum Framework for Junior Doctors* at the intern level.
- to be achieved by the end of internship.
- work-based, patient-centred, and take account of the intern's increasing responsibility for patient care under supervision.
- designed to be sufficiently generic to cover a range of learning environments.

Outcome statements for intern training

Domain 1: The intern as scientist and scholar

On completing training, Australian interns are able to:

- 1.1 Consolidate, expand and apply knowledge of the aetiology, pathology, clinical features, natural history and prognosis of common and important presentations at all stages of life.

Domain 2: The intern as practitioner

On completing training, Australian interns are able to:

- 2.1 Place the needs and safety of patients at the centre of the care process. Demonstrate safety skills including effective clinical handover, graded assertiveness, infection control, and adverse event reporting.
- 2.2 Communicate clearly, sensitively and effectively with patients, their family/carers, doctors and other health professionals.

¹ The same four domains are used in the graduate outcome statements for medical students, and can be found in *Standards for Assessment and Accreditation of Primary Medical Programs by the Australian Medical Council 2012* [Internet]. Canberra: Australian Medical Council; 2012 [cited 2013 Sep 23]. Available from: <http://www.amc.org.au/index.php/ar/bme/standards>.

- 2.3 Perform and document a patient assessment, incorporating a problem-focused medical history with a relevant physical examination, and generate a valid differential diagnosis.
- 2.4 Arrange common, relevant and cost-effective investigations, and interpret their results accurately.
- 2.5 Safely perform a range of common procedural skills required for work as an intern.
- 2.6 Make evidence-based management decisions in conjunction with patients and others in the healthcare team.
- 2.7 Prescribe medications safely, effectively and economically, including fluid, electrolytes, blood products and selected inhalational agents.
- 2.8 Recognise and assess deteriorating and critically unwell patients who require immediate care. Perform basic emergency and life support procedures, including caring for the unconscious patient and cardiopulmonary resuscitation.
- 2.9 Retrieve, interpret and record information effectively in clinical data systems (both paper and electronic).

Domain 3: The intern as a health advocate

On completing training, Australian interns are able to:

- 3.1 Apply knowledge of population health, including issues relating to health inequities and inequalities; diversity of cultural, spiritual and community values; and socio-economic and physical environment factors.
- 3.2 Apply knowledge of the culture, spirituality and relationship to land of Aboriginal and Torres Strait Islander peoples to clinical practice and advocacy.
- 3.3 Demonstrate ability to screen patients for common diseases, provide care for common chronic conditions, and effectively discuss healthcare behaviours with patients.
- 3.4 Participate in quality assurance, quality improvement, risk management processes, and incident reporting.

Domain 4: The intern as a professional and leader

On completing training, Australian interns are able to:

- 4.1 Provide care to all patients according to *Good Medical Practice: A Code of Conduct for Doctors in Australia*, and demonstrate ethical behaviours and professional values including integrity; compassion; empathy; and respect for all patients, society and the profession.
- 4.2 Optimise their personal health and wellbeing, including responding to fatigue, managing stress and adhering to infection control to mitigate health risks of professional practice.
- 4.3 Self-evaluate their professional practice, demonstrate lifelong learning behaviours, and participate in educating colleagues.
- 4.4 Take increasing responsibility for patient care, while recognising the limits of their expertise and involving other professionals as needed to contribute to patient care.

- 4.5 Respect the roles and expertise of other healthcare professionals, learn and work effectively as a member or leader of an inter-professional team, and make appropriate referrals.
- 4.6 Effectively manage time and workload demands, be punctual, and show ability to prioritise workload to manage patient outcomes and health service functions.

The intern outcome statements and the Australian Curriculum Framework

Internship, as a foundation year of work-based learning, is a key part of the transition from medical student education to independent medical practice and career development in a specialty.

Intern training providers are likely familiar with the *Australian Curriculum Framework for Junior Doctors* (ACF), which covers the two years of training following medical school graduation. The ACF describes the knowledge, skills and behaviours expected of prevocational doctors to work safely in Australian hospitals and other healthcare settings.

The ACF does not contain intern-specific outcomes, which is the role of this *Intern training – Intern outcomes statements* document and the aligned *Intern training – Term assessment form*. However, it is anticipated that intern training providers will continue to use the ACF as an appropriate curriculum framework to deliver the outcomes. Appendix 1 maps the ACF domains and categories with the intern outcome statements.

Supporting documents

The following references are mentioned specifically within this document.

- Australian Curriculum Framework for Junior Doctors
- Good Medical Practice: A Code of Conduct for Doctors in Australia
- Intern training – Term assessment form

Full information for all documents relevant to the intern training suite is available below.

Document	Full reference
AMC documents	
Intern training – Intern outcome statements	Intern training – Intern outcome statements [Internet]. Canberra: Australian Medical Council; 2013 [cited 2013 Dec 18]. Available from: http://www.amc.org.au/index.php/ar/psa . Joint publication of the Medical Board of Australia.
Intern training – National standards for programs	Intern training – National standards for programs [Internet]. Canberra: Australian Medical Council; 2013 [cited 2013 Dec 18]. Available from: http://www.amc.org.au/index.php/ar/psa . Joint publication of the Medical Board of Australia.
Intern training – Guidelines for terms	Intern training – Guidelines for terms [Internet]. Canberra: Australian Medical Council; 2013 [cited 2013 Dec 18]. Available from: http://www.amc.org.au/index.php/ar/psa . Joint publication of the Medical Board of Australia.
Intern training – Term assessment form	Intern training – Term assessment form [Internet]. Canberra: Australian Medical Council; 2013 [cited 2013 Dec 18]. Available from: http://www.amc.org.au/index.php/ar/psa .
Intern training – Assessing and certifying completion	Intern training – Assessing and certifying completion [Internet]. Canberra: Australian Medical Council; 2013 [cited 2013 Dec 18]. Available from: http://www.amc.org.au/index.php/ar/psa . Joint publication of the Medical Board of Australia.
Intern training – Domains for assessing accreditation authorities	Intern training – Domains for assessing accreditation authorities [Internet]. Canberra: Australian Medical Council; 2013 [cited 2013 Dec 18]. Available from: http://www.amc.org.au/index.php/ar/psa . Joint publication of the Medical Board of Australia.
Guide to intern training in Australia	Guide to intern training in Australia [Internet]. Canberra: Australian Medical Council; 2013 [cited 2013 Dec 18]. Available from: http://www.amc.org.au/index.php/ar/psa . Joint publication of the Medical Board of Australia.
Other documents	
Australian Curriculum Framework for Junior Doctors	Australian Curriculum Framework for Junior Doctors [Internet]. Melbourne: Confederation of Postgraduate Medical Education Councils (CPMEC); 2012 [cited 2013 Sep 09]. Available from: http://curriculum.cpmecc.org.au/index.cfm
Registration standard – Australian and New Zealand graduates	Registration standard – Granting general registration as a medical practitioner to Australian and New Zealand medical graduates on completion of intern training [Internet]. Canberra: Medical Board of Australia; 2012 [cited 2013 Sep 09]. Available from: http://www.medicalboard.gov.au/Registration-Standards.aspx
Good Medical Practice: A Code of Conduct for Doctors in Australia	Good Medical Practice: A Code of Conduct for Doctors in Australia [Internet]. Canberra: Medical Board of Australia; 2010 [cited 2013 Sep 09]. Available from: http://www.medicalboard.gov.au/Codes-Guidelines-Policies.aspx
National Law	Health Practitioner Regulation National Law, as enacted in each state and territory [Internet]. Available from: http://www.ahpra.gov.au/Legislation-and-Publications/Legislation.aspx

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Glossary

Assessment	The systematic process for measuring and providing feedback on the intern's progress or level of achievement. This assessment occurs in each term against defined criteria.
Certification	The final sign-off to the Medical Board of Australia that the intern has completed the statutory requirements for general registration.
Clinical supervisor	A medical practitioner who supervises the intern while they are assessing and managing patients. The AMC defines a suitable immediate clinical supervisor as someone with general registration and at least three years' postgraduate experience. The Primary Clinical Supervisor should be a consultant or senior medical practitioner.
Director of Clinical Training	A senior clinician with delegated responsibility for implementing the intern training program, including planning, delivery and evaluation at the facility. The Director of Clinical Training also plays an important role in supporting interns with special needs and liaising with term supervisors on remediation. Also known as the Director of Prevocational Education and Training (DPET) in some states. Other terms may be used in community or general practices.
Director of Medical Services	A senior medical administrator who leads the medical workforce at a facility. Also known as the Executive Director of Medical Services (EDMS). Other terms may be used in community or general practices.
Formal education program	An education program the intern training facility provides and delivers as part of the intern training program curriculum. Sessions are usually weekly and involve a mixture of interactive and skills-based face-to-face or online training.
Intern	A doctor in their first postgraduate year and who holds provisional registration with the Medical Board of Australia.
Intern training program	A period of 47 weeks of mandatory, supervised, work-based clinical training that includes medicine, surgery and emergency medical care terms to meet regulatory requirements. The program also includes orientation, formal and informal education sessions and assessment with feedback, and it may be provided by one or more intern training providers. Also called PGY1.
Intern training provider	The organisation that provides supervised clinical practice, education and training, and that is responsible for the standard of the intern training program. Providers may be a hospital, community, general practice setting, or a combination of these.
PGY	Postgraduate year, usually used with a number to indicate the number of years after graduation from medical school. For example, PGY1 is the first postgraduate year, also known as internship.
Term	A component of the intern training program, usually a nominated number of weeks in a particular area of practice. Also called clinical rotation, post, or placement.
Term Supervisor	The person responsible for intern orientation and assessment during a particular term. They may also provide clinical supervision of the intern along with other medical colleagues.

Appendix 1: Mapping of the Australian Curriculum Framework for Junior Doctors domains and categories with Intern training – Intern outcome statements

Intern outcome statement numbers mapped to ACF domains and categories

Number	Domain – category
1.1	Clinical Management – Patient Management
2.1	Clinical Management – Safe Patient Care
2.2	Communication – Patient Interaction
2.3	Clinical Management – Patient Assessment
2.4	Clinical Management – Patient Assessment
2.5	Clinical Management – Skills & Procedures
2.6	Clinical Management – Patient Management
2.7	Clinical Management – Safe Patient Care
2.8	Clinical Management – Acute & Emergency Care
2.9	Communication – Managing Information
3.1	Professionalism – Doctor & Society
3.2	Professionalism – Doctor & Society
3.3	Professionalism – Doctor & Society
3.4	Clinical Management – Safe Patient Care
4.1	Professionalism – Professional Behaviour
4.2	Professionalism – Professional Behaviour
4.3	Professionalism – Teaching, Learning & Supervision
4.4	Professionalism – Professional Behaviour
4.5	Communication – Working in Teams
4.6	Professionalism – Professional Behaviour

ACF domains and categories mapped to intern outcome statement numbers

ACF domain – category	Number
Clinical Management – Patient Assessment	2.3
Clinical Management – Patient Assessment	2.4
Clinical Management – Safe Patient Care	2.1
Clinical Management – Safe Patient Care	2.7
Clinical Management – Safe Patient Care	3.4
Clinical Management – Acute & Emergency Care	2.8
Clinical Management – Patient Management	1.1
Clinical Management – Patient Management	2.6
Clinical Management – Skills & Procedures	2.5
Professionalism – Doctor & Society	3.1
Professionalism – Doctor & Society	3.2
Professionalism – Doctor & Society	3.3
Professionalism – Professional Behaviour	4.1
Professionalism – Professional Behaviour	4.2
Professionalism – Professional Behaviour	4.4
Professionalism – Professional Behaviour	4.6
Professionalism – Teaching, Learning & Supervision	4.3
Communication – Managing Information	2.9
Communication – Patient Interaction	2.2
Communication – Working in Teams	4.5