

EV GP Training Staged Competencies



Introduction

The EV GP Training Staged Competencies provide guidance about expected levels of registrar performance at each stage of training. Within this document, Domains and competencies are broken into identifiable milestones against which registrars, supervisors and medical educators can track registrar progress towards developing the skills and attributes required for successful completion of GP training.

While structured differently, the EV staged competencies reflect the competencies and curricula outlined by both the RACGP and ACRRM and are intended to be used alongside these College documents.

Registrars are encouraged to refer to this document regularly throughout training, using it to reflect upon how well they are achieving the listed competencies and where their learning needs may lie, as they continue to develop the skillset required to work independently in general practice.

Domain 1: Communication Skills

Competency	Entry to GP terms (GP1/PRR1)	Established in General Practice (End GPT2/PRR2)	Completion of training
Communication skills	<p>Has effective communication skills and in particular:</p> <ul style="list-style-type: none"> -is warm and sympathetic; -is easy to talk to and establishes rapport; -conveys confidence whilst being polite and courteous; -actively listens and responds to verbal cues; -uses language that is clear and easily understood. <p>Communicates effectively in the written word (clinical notes and referral letters).</p>	<p>Many skills are being consolidated, others continue to be refined:</p> <ul style="list-style-type: none"> -engenders confidence and trust; -establishes rapport readily with most patients; -shows concern for and interest in the patient and their problem(s); -shows sympathy and empathy appropriately; -uses open and closed questions appropriately; -uses silence; -responds to verbal and non-verbal cues. <p>Developing skills in communicating with more difficult patients (e.g. mental health problems, angry and complex patients).</p> <p>Avoids making patients feel rushed, with strategies to recognize and manage when consultations run overtime</p>	<p>Proficient as regards most skills but they continue to be refined.</p> <p>Utilizes the therapeutic potential of the patient-doctor relationship ("doctor as drug").</p> <p>Adapts communication style to all manner of patients and contexts e.g. children and adolescents, emergencies, the disabled, indigenous and CALD patients, "tele consultations" (telephone, video, e-mail, social media), using interpreters.</p> <p>Provides summaries that are clear and succinct, highlighting key messages.</p>
Collaborative skills	<p>Utilises the skills of other members of the practice team.</p> <p>Able to make appropriate referrals to specialists and allied health.</p>	<p>Works collaboratively with other health professionals outside of the practice.</p> <p>Referral letters are of a high quality.</p>	<p>Has comprehensive understanding of the range of services available locally, with well-developed links and referral pathways.</p> <p>Communicates with other health professionals on an ongoing basis.</p>

Domain 2: Consulting Skills

Competency	Entry to GP terms (GP1/PRR1)	Established in General Practice (End GPT2/PRR2)	Completion of training
Navigating and managing the patient encounter	<p>Has a patient-centred approach.</p> <p>May have difficulty with time management, although this is expected at this stage and allowances are made.</p> <p>Attempts to elicit the patient agenda.</p>	<p>Elicits the patient agenda and reconciles this with the doctor agenda.</p> <p>Consultations are well structured.</p>	<p>Has a holistic approach in most if not all consultations.</p> <p>Addresses both patient and doctor agendas and prioritises appropriately.</p> <p>Has good time management skills.</p> <p>Balances the need to maintain structure in the consultation while maintaining a patient-centred focus.</p>
Competency in the medical clinical method	<p>Collects and synthesises clinical data from an appropriate history, focussed examination and investigation results.</p> <p>Develops an appropriate list of differential diagnoses, and a management plan that rationally addresses that list, taking into account the patient context.</p>	<p>Collects and synthesises clinical data from an appropriate history, focussed examination and investigation results. Creates a problem list that is centred within the context of the patient, and prioritises appropriately.</p> <p>Develops a management plan that addresses both the patient and doctor agendas.</p>	<p>Creates a comprehensive understanding of the patient and the problem(s) based on a thorough and in-depth history, appropriate physical examination and relevant results. Uses this information to formulate a prioritised problem list, and to develop a shared management plan with the patient.</p>
Cognitive skills	<p>Has some awareness of the range of investigations and treatment options available.</p> <p>Is developing clinical reasoning skills, taking into account the patient and clinical context.</p>	<p>Able to describe the strengths and weaknesses of different investigations and medications.</p> <p>Orders investigations judiciously, being mindful both of cost and their relevance within the clinical context.</p> <p>Developing confidence in initiating, managing and ceasing medications when appropriate.</p>	<p>Orders investigations judiciously, being mindful both of cost and their relevance within the clinical context.</p> <p>Prescribes medications rationally, considering risks and benefits, including costs to the community. Is systematic about monitoring for adverse effects.</p> <p>Skilled in clinical reasoning.</p>
Reflective skills	<p>Is reflective.</p> <p>Has self-awareness, including awareness of limitations.</p>	<p>Improving powers of reflection and insight.</p> <p>Reflects on challenging consultations and presentations, with a view to improving outcomes.</p>	<p>Has well-developed reflective abilities and insight (self, the patient and the consultation).</p>
Uncertainty and complexity	<p>Some discomfort with uncertainty and tends to use investigations, referrals and supervisor support as a means of clarification.</p> <p>Develops a safe management plan for complex problems, with an emphasis on reaching a diagnosis and clear management plan.</p> <p>Attempts to assist patients to make an informed choice, but tends to dominate the decision making process.</p>	<p>Recognises that many presentations in General Practice are not clear-cut and that it is not always possible to arrive at a diagnosis.</p> <p>Manages uncertainty and undifferentiated problems (for the most part).</p> <p>Knows when to refer.</p> <p>Develops an effective management plan with appropriate "safety netting".</p>	<p>Able to develop and implement a suitable "plan of action" in situations of uncertainty.</p> <p>Is able to appropriately share uncertainty with patients and assists them to make decisions regarding their own treatment.</p> <p>Is confident in the use of time to allow presenting problems to evolve or resolve where appropriate.</p> <p>Manages most General Practice problems at all levels of complexity.</p>

Domain 3: Clinical Knowledge and Skills

Competency	Entry to GP terms (GP1/PRR1)	Established in General Practice (End GPT2/PRR2)	Completion of training
Clinical knowledge	<p>Has adequate knowledge of the range of medical conditions that present to GP, and the range of investigations and treatments available.</p> <p>Is able to recognise knowledge gaps, and can identify means to fill those gaps when required in consultation (e.g. accessing supervisor, electronic resources, etc.)</p>	<p>Has extensive clinical knowledge relevant to General Practice and rarely requires supervisor support for pure 'clinical knowledge' issues.</p> <p>Accesses resources appropriately to supplement knowledge.</p> <p>Is able to outline the pros and cons of relevant investigations and treatments.</p>	<p>Has comprehensive clinical knowledge relevant to General Practice, which is supplemented with additional resources where required.</p>
Clinical skills (applied)	<p>Conducts a focused physical examination with correct technique.</p>	<p>Skilfully and efficiently conducts a focused physical examination with correct technique.</p>	<p>Skilfully and efficiently conducts a focused physical examination with confidence in the accuracy of their findings.</p>
Procedural skills	<p>Able to do CPR, ECG, IM injections, suture of simple lacerations.</p>	<p>Able to do vaccinations, blood glucose, cervical cytology, simple dressings, cryotherapy, punch biopsy. Optional skills include proctoscopy, curettage, shave excision, excision of simple skin lesions, cautery, incision and drainage of abscess, drainage of joint effusion, joint injections, insertion of hormonal implants, spirometry.</p>	<p>Is proficient in common General Practice procedures.</p> <p>May be developing interest and proficiency in more specialised procedural fields (e.g. anaesthetics, obstetrics, etc.).</p>
Evidence-based medicine	<p>Able to critically analyse evidence, and uses evidence-based guidelines to make some clinical decisions.</p>	<p>Uses evidence-based resources frequently, and is able to explain evidence for and against a particular course of action in a way that the patient can understand.</p> <p>Beginning to consider evidence and guidelines and their applicability to a particular patient context.</p>	<p>Able to critically analyse and use evidence to inform decisions, along with other factors such as patient preference, context, and comorbidities.</p>

Domain 4: Contextual Awareness and Knowledge

Competency	Entry to GP terms (GP1/PRR1)	Established in General Practice (End GPT2/PRR2)	Completion of training
Contextual skills	<p>Adapts to different work and clinical situations.</p> <p>Considers the impact of the patient's context, including psychosocial situation, on health.</p> <p>Is cognisant of the clinical setting they are working in and the required skills for that setting.</p> <p>Understands the importance of the socio-cultural context in determining the health of Aboriginal and Torres Strait Islander people, and the differences in prevalence and outcomes of important health problems compared to non-Indigenous Australian communities.</p>	<p>Adapts to different work and clinical situations.</p> <p>Liases and works with the patient's "significant others" (partner, relatives, friends, workplace, community, etc.).</p> <p>Applies knowledge of the differences in health status and socio-cultural setting between Aboriginal and Torres Strait Islander people and non-Indigenous Australian communities, to improve individual and community health and reduce inequities.</p>	<p>Adapts to different work and clinical situations.</p> <p>Takes into account the individual context of the patient (socio-political, cultural, economic and spiritual) as well as the broader community context (setting, demographics, epidemiology, public health issues).</p> <p>Considers the meaning of the disease/illness for the patient and the impact that this has on the patient.</p> <p>Makes use of the healthcare team to provide culturally safe, appropriate and comprehensive healthcare to Aboriginal and Torres Strait Islander patients and communities.</p>
The context of GP in the provision of healthcare	<p>Actively promotes illness prevention and health improvement.</p> <p>Is aware of screening activities appropriate to the patient's age and gender.</p> <p>Advocates for the patient.</p>	<p>More readily and "seamlessly" incorporates illness prevention and health promotion into the consultation.</p> <p>Coordinates patient care.</p> <p>Has a detailed knowledge of recommended screening investigations and activities appropriate to age, gender, medical and family history.</p> <p>Advocates for the patient.</p>	<p>Provides comprehensive, holistic primary care, incorporating current medical issues, preventative care and care coordination.</p> <p>Champions the extended role of the General Practitioner in the health care setting in Australia. Advocates for the patient.</p>
Public health knowledge and skills	<p>Begins engaging with the community.</p> <p>Has some understanding of the factors influencing health in the community.</p>	<p>Engages in community activities, e.g. immunisation programmes, health information projects.</p> <p>Has a broad understanding of the health status of the community in which they work, and the factors influencing this.</p>	<p>Has a comprehensive knowledge of their community, including the socio-cultural factors influencing health and wellbeing.</p> <p>Collaborates with the community to attempt to address these factors.</p> <p>Understands how the health of the community influences individual presentations.</p>

Domain 5: Professional Behaviour and Identity

Competency	Entry to GP terms (GP1/PRR1)	Established in General Practice (End GPT2/PRR2)	Completion of training
Professionalism	<p>Willingness to learn and to improve.</p> <p>Takes responsibility for their learning as well as the development of their learning plan.</p> <p>Readily identifies learning needs.</p> <p>Actively seeks feedback.</p> <p>Is willing to extend self and to be challenged.</p> <p>Compliant with medico legal requirements.</p> <p>Behaves professionally at all times and with all people.</p> <p>Has a good work ethic and an organised approach.</p> <p>Maintains appropriate medical records.</p>	<p>Willingness to learn and to improve.</p> <p>Responds positively to feedback.</p> <p>Compliant with medico legal requirements.</p> <p>Manages errors with support of Supervisor.</p> <p>Engages in teaching/supervision of medical students, other health professionals.</p> <p>Behaves professionally at all times and with all people.</p> <p>Effectively uses practice systems including IT and information management for patient care, and specifically review, recalls, abnormal test results.</p> <p>Has a good working knowledge of certification (WorkCover, Centrelink documents), EPC arrangements, MH plans, billing requirements, notification (infectious diseases, death, autopsy), mandatory reporting requirements, involuntary admission regulations.</p>	<p>Willingness to learn and to improve and actively seeks opportunities to do so.</p> <p>Sensitively provides feedback to other health professionals.</p> <p>Engages in teaching/supervision of medical students, other health professionals.</p> <p>Able to take on a leadership role in more than just patient care, e.g. practice team meetings, community groups, organisations, etc.</p> <p>Compliant with medico legal requirements.</p> <p>Behaves professionally at all times and with all people.</p> <p>Manages the various systems of General Practice well, including IT, information management, documentation, certification, Medicare and billing, Care plans, practice management.</p> <p>Manages risk and errors appropriately and considers a systems approach to reducing clinical risk.</p> <p>Works within statutory and regulatory requirements.</p>
Ethical behaviour and values	<p>Understands the principles of justice, beneficence, and non-maleficence, patient autonomy and confidentiality.</p>	<p>Able to describe how ethical considerations impact decision making in the care of their patients.</p>	<p>Actively considers the ethical implications of decision making in patient care and can justify contentious decisions from an ethical standpoint.</p> <p>Recognises and effectively navigates the boundary issues that commonly present in General Practice.</p>
Attitude	<p>Exhibits generosity and compassion to others and to self.</p> <p>Is conscientious in the undertaking of professional responsibility.</p> <p>Demonstrates respect for patients and colleagues.</p>	<p>Exhibits generosity and compassion to others and to self.</p> <p>Is conscientious in the undertaking of professional responsibility.</p> <p>Demonstrates respect for patients and colleagues.</p>	<p>Exhibits generosity and compassion to others and to self.</p> <p>Is conscientious in the undertaking of professional responsibility.</p> <p>Demonstrates respect for patients and colleagues.</p>

Identity	<p>Demonstrates commitment to General Practice and the patient.</p> <p>Attends to self-care and life balance. Recognises and manages appropriately situations where the culture of the doctor and patient are in conflict.</p>	<p>Developing a professional identity as a General Practitioner.</p> <p>Values care of the self as well as care of the patient and community.</p>	<p>Has developed a stable professional identity as a General Practitioner and recognises the privilege and responsibility of the position in society.</p> <p>Is able to accept and trust others from different backgrounds, and with contradictory points of view.</p>
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