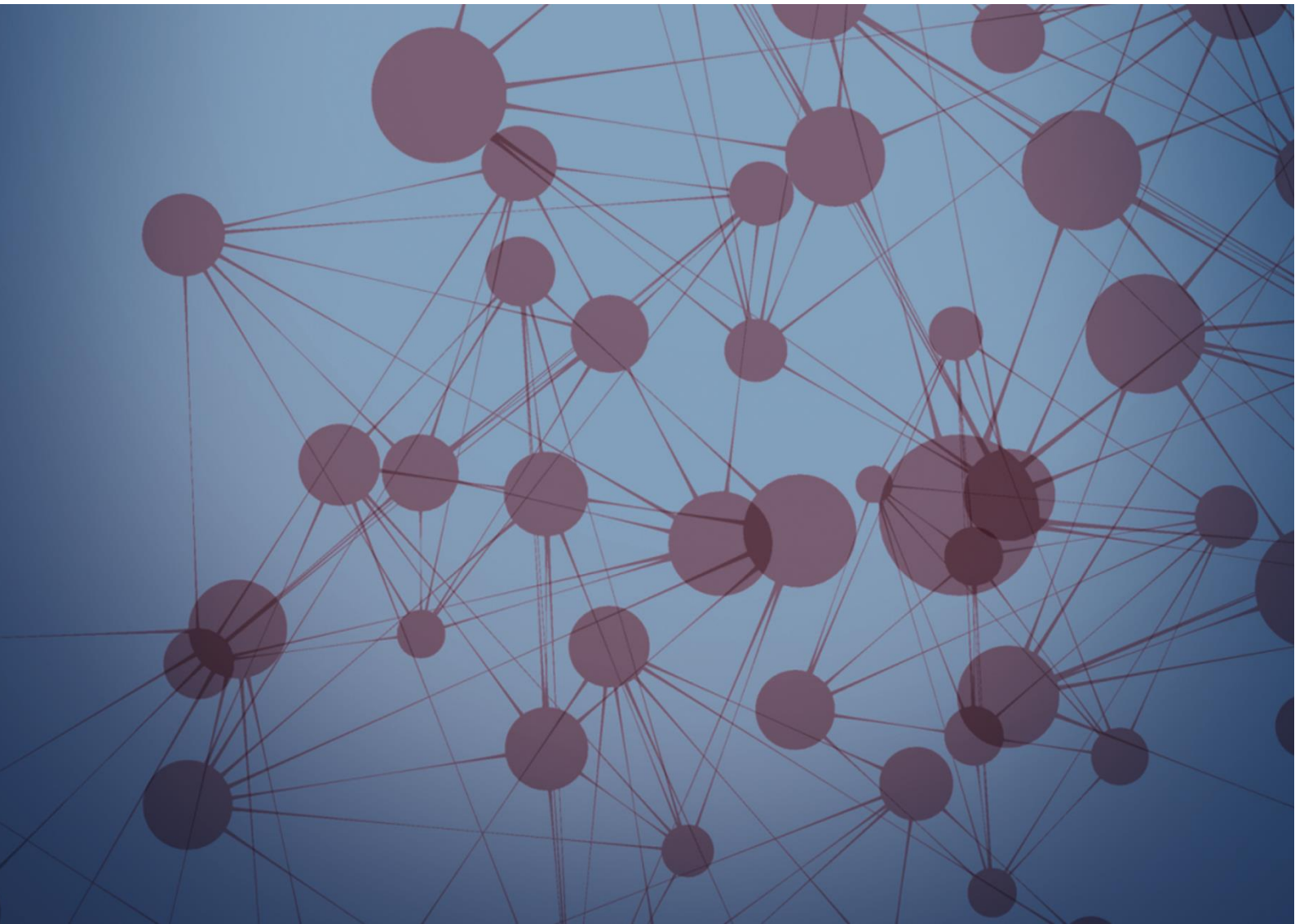


# The Royal Australasian College of Physicians

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## Basic Training Curriculum

Basic Training Entrustable Professional Activities (EPA)  
Adult Internal Medicine and Paediatrics & Child Health



This document is to be used in conjunction with the Basic Training Competencies, Basic Training Knowledge Guides – Adult Internal Medicine / Paediatrics & Child Health. Learning, teaching, and assessment information will be published later.

### **How to reference this document**

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## BEHAVIOURS




	<b>Ready to perform with supervision at a distance</b> Expected behaviours of a trainee who can routinely perform this activity with supervision at a distance	<b>Not yet ready to perform with supervision at a distance</b> Examples of behaviours of a trainee not yet ready to perform this activity with supervision at a distance
<p>Ethics and professional behaviour</p> 	<p>The trainee:</p> <ul style="list-style-type: none"> <li>demonstrates consideration of the utility of medicines in treating illness in their prescribing decisions, including the relative merits of different pharmacological and non-pharmacological approaches</li> <li>demonstrates an understanding of the regulatory and legal requirements and limitations regarding prescribing</li> <li>reports adverse events related to medications</li> <li>demonstrates an understanding of the ethical implications of pharmaceutical industry marketing and funded research</li> </ul>	<p>The trainee may:</p>
<p>Judgement and decision making</p> 	<ul style="list-style-type: none"> <li>takes into account the following factors for all medications: <ul style="list-style-type: none"> <li>» contraindications</li> <li>» cost to patients, families, and the community</li> <li>» funding and regulatory considerations</li> <li>» generic versus brand medicines</li> <li>» interactions</li> <li>» risk–benefit analysis</li> </ul> </li> <li>recognises their own limitations and seeks help when required in an appropriate way</li> </ul>	<ul style="list-style-type: none"> <li>inadequately consult with senior colleagues</li> </ul>
<p>Leadership, management, and teamwork</p> 	<ul style="list-style-type: none"> <li>works collaboratively with pharmacists</li> <li>participates in medication safety meetings and morbidity and mortality meetings</li> <li>develops local and national guidelines</li> </ul>	
<p>Health policy, systems, and advocacy</p> 	<ul style="list-style-type: none"> <li>incorporates the population-based impacts of, and constraints on, decisions about prescribing, including: <ul style="list-style-type: none"> <li>» economic costs to community</li> <li>» antimicrobial resistance</li> </ul> </li> <li>applies the principles of prescribing using therapeutic guidelines and other resources</li> <li>prescribes in accordance with institutional policies</li> </ul>	







## BEHAVIOURS

	<b>Ready to perform with supervision at a distance</b> Expected behaviours of a trainee who can routinely perform this activity with supervision at a distance  The trainee:	<b>Not yet ready to perform with supervision at a distance</b> Examples of behaviours of a trainee not yet ready to perform this activity with supervision at a distance  The trainee may:
Judgement and decision making 	<ul style="list-style-type: none"> <li>uses a structured approach to thinking about patients' issues and prioritising these</li> <li>ensures patients receive care in the most appropriate facility or setting</li> <li>recognises their own limitations and seeks help when required in an appropriate way</li> </ul>	<ul style="list-style-type: none"> <li>show a lack of preparation</li> <li>inadequately consult with senior colleagues</li> </ul>
Leadership, management, and teamwork 	<ul style="list-style-type: none"> <li>uses a structured approach to handovers that can be applied in and across all institutions or settings, such as:                             <ul style="list-style-type: none"> <li>» emergency room to admitting unit</li> <li>» admitting unit to intensive care unit</li> <li>» operation room to admitting unit</li> <li>» shift A to shift B</li> <li>» team A to team B</li> <li>» inter-hospital transfer</li> <li>» hospital to community</li> <li>» hospital to rehabilitation</li> </ul> </li> <li>recognises factors that impact on transfer of care and provides contingency planning and anticipatory guidance</li> <li>works to overcome the potential barriers to continuity of care and appreciates the role of handover in overcoming these barriers</li> </ul>	<ul style="list-style-type: none"> <li>inadequately co-ordinate patient care to ensure safe handover</li> <li>demonstrate a lack of awareness of the roles, skills, and limitations of those receiving handover</li> </ul>
Health policy, systems, and advocacy 	<ul style="list-style-type: none"> <li>factors transport issues and costs to patients into arrangements for transferring patients to other settings</li> </ul>	



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		<ul style="list-style-type: none"> <li>inadequately communicate significant results to appropriate health professionals</li> <li>inadequately explain the implication of results to patients</li> </ul>
Quality and safety 	<ul style="list-style-type: none"> <li>seeks help with interpretation of test results for less common tests or indications, or unexpected results</li> <li>considers safety aspects of investigations when planning to order them, such as radiation exposure, taking large volumes of blood from small infants, or sedation required to perform the investigation</li> </ul>	<ul style="list-style-type: none"> <li>order potentially dangerous investigations, such as CT scan of a pregnant patient or MRI in a patient with a pacemaker</li> </ul>
Teaching and learning 	<ul style="list-style-type: none"> <li>undertakes continuing professional development to maintain currency with investigation guidelines</li> </ul>	
Research 	<ul style="list-style-type: none"> <li>consults current research on investigations</li> <li>refer to evidence-based clinical guidelines</li> <li>demonstrates understanding of the limitations of evidence and the challenges of applying research in daily practice</li> </ul>	
Cultural competence 	<ul style="list-style-type: none"> <li>appreciates patients' cultural and religious backgrounds, attitudes, and beliefs, and how these might influence the acceptability of proposed investigations</li> </ul>	
Ethics and professional behaviour 	<ul style="list-style-type: none"> <li>consistently involves patients in decision-making regarding investigations, and obtains the appropriate informed consent, including financial consent if necessary</li> <li>identifies appropriate proxy decision makers when required</li> <li>chooses not to investigate in situations where it is not appropriate to investigate for ethical reasons</li> </ul>	<ul style="list-style-type: none"> <li>inadequately follow-up on results of investigations or not handover to colleagues to review investigations</li> </ul>


















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	<p><b>Ready to perform with supervision at a distance</b>                      Expected behaviours of a trainee who can routinely perform this activity with supervision at a distance</p> <p>The trainee:</p>	<p><b>Not yet ready to perform with supervision at a distance</b>                      Examples of behaviours of a trainee not yet ready to perform this activity with supervision at a distance</p> <p>The trainee may:</p>
	<p>provision of appropriate information for patient decision making, such as valid process of consent</p> <ul style="list-style-type: none"> <li>identifies appropriate proxy decision makers when required</li> <li>displays confidence commensurate with their knowledge and skill, thus putting patients at ease during the procedure</li> </ul>	
<p>Judgement and decision making</p> 	<ul style="list-style-type: none"> <li>recognises their own limitations and seeks help when required in an appropriate way</li> </ul>	<ul style="list-style-type: none"> <li>recommend inappropriate procedures for patients</li> <li>attempt to perform a procedure in an unsafe environment</li> <li>overestimate their skill, which may result in potential harm to the patient, both physically and psychologically</li> <li>inadequately consult with senior colleagues</li> </ul>
<p>Leadership, management, and teamwork</p> 	<ul style="list-style-type: none"> <li>ensures all relevant team members are aware that procedures are occurring</li> </ul>	<ul style="list-style-type: none"> <li>perform procedures without informing relevant team members</li> </ul>
<p>Health policy, systems, and advocacy</p> 	<ul style="list-style-type: none"> <li>performs procedures in accordance with local health guidelines and policies</li> </ul>	