

Learning Objectives tested in the Stage B Written Examination

Updated April 2021

DOMAIN 10	CLINICAL PRACTICE
Sub-domain 11	Clinical Process
Theme 11.1	Clinical Skills
11.1.5	Take, record, and analyse an occupational and environmental history from an individual
11.1.6	Assess what has been gained from a clinical encounter, form an opinion, and decide the options of what to do next
Sub-domain 12	Medical Expertise
Theme 12.1	Management of Acute Medical Problems
12.1.4	Manage life-threatening conditions that affect or are affected by occupation or environment and be able to apply supportive care that is appropriate to the circumstances
Theme 12.2	Management of Patients with Undifferentiated Presentations
12.2.2	Manage patients with undifferentiated presentations allegedly related to occupation or environment
Theme 12.6	Diseases Affected by Occupation and Environment and Their Consequences
12.6.1	Manage musculoskeletal or neurological conditions that affect or are affected by occupation or environment
12.6.2	Manage psychiatric conditions that affect or are affected by occupation or environment
12.6.3	Manage respiratory system conditions that affect or are affected by occupation or environment
12.6.4	Manage skin conditions that affect or are affected by occupation or environment
12.6.5	Manage cardiovascular conditions that affect or are affected by occupation or environment
12.6.6	Manage eye conditions that affect or are affected by occupation or environment
12.6.7	Manage ear conditions that affect or are affected by occupation or environment
12.6.8	Manage renal and urinary disorders that affect or are affected by occupation or environment
12.6.9	Manage conditions of the blood-forming or immune systems that affect or are affected by occupation or environment
12.6.10	Manage conditions of the endocrine or gastroenterological systems that affect or are affected by occupation or environment
12.6.11	Manage reproductive issues that affect or are affected by occupation or environment
12.6.12	Assess and manage specific toxicities relating to occupation or environment
DOMAIN 20:	WORKPLACE HAZARD ASSESSMENT
Theme 20.2	Description of Health Effects of Occupational Hazards
20.2.1	Describe the potential health effects of common and important physical hazards
20.2.2	Describe the potential health effects of common and important hazards from substances used in workplaces

20.2.3	Describe the potential health effects of common and important biological hazards
20.2.4	Describe the potential health effects of common and important design hazards
20.2.5	Describe the potential health effects of common and important psychosocial hazards
Theme 20.3	Assessment and Control of Work-Related Hazards
20.3.1	Outline the major hazards commonly found in nominated workplaces
20.3.2	Describe the general principles of workplace assessment
20.3.3	Determine whether current hazard control mechanisms and procedures are satisfactory
20.3.4	Compile a report of a workplace assessment that can be understood by people without scientific expertise
Theme 20.4	Investigation of Situations
20.4.1	Apply a screening test to a work group
20.4.2	Use apt communication techniques to dissuade the use of an inappropriate test
DOMAIN 40	RESEARCH METHODS
Theme 40.1	Research Procedure
40.1.1	Contribute to the development of new knowledge by active involvement in research
Theme 40.2	Ethical Conduct of Research
40.2.1	Understand and apply ethical principles underpinning the conduct of research
Theme 40.3	Analysis, Summary and Depiction of Data
40.3.1	Discern the essence of a data set and summarise and depict this in a meaningful and logical way

DOMAIN 50	WORKING WITH LEADERS
Theme 50.1	Nature of Organisations
50.1.1	Describe and distinguish the various forms of management within an organisation
50.1.2	Outline the purpose of government regulators, trade unions and special interest groups
Theme 50.2	Organisational Factors Affecting Health and Safety Performance
50.2.1	Define and describe the effects of organisational factors on health and safety performance
Theme 50.3	Quality Assurance
50.3.1	Describe the components of a process of quality assurance by continuous improvement within an organisation
Theme 50.4	Managing and Marketing an Independent Occupational Health Service within an Organisation
50.4.1	Identify the health and safety needs of an organisation
50.4.2	Determine the goals of the occupational health service

DOMAIN 60	PROFESSIONAL QUALITIES
Sub-domain 61	Communication
<p><i>In order to provide high-quality care for patients, it is essential that physicians establish and foster effective relationships with patients and their families, other health care professionals, and administrative personnel.</i></p> <p><i>To achieve this they must develop and use the full range of skills related to communication that will enable them to effectively obtain and synthesise information from, and discuss relevant issues with, patients and their families, professional colleagues, administrative personnel and systems as appropriate. These communication skills are characterised by understanding, trust, respect, empathy, and confidentiality. Effective communication skills will also facilitate their ability to research, evaluate, and disseminate information in the broader community.</i></p> <p><i>First encounters can have a profound effect on practice. Therefore it is important to develop effective communication strategies early on in training.</i></p>	
Theme 61.1	Physician-Patient Communication
61.1.1	Apply communication skills to engage and reassure the patient in specific situations, including first encounters, history taking, counselling, and breaking bad news
61.1.2	Empower patients and be respectful of their rights in all aspects of communication
Theme 61.2	Communication with a Third Party, Including the Patient's Employer or Their Family and/or Carers
61.2.1	Apply communication skills in encounters with a third party, including a patient's employer or family (including extended family) and/or carers
Theme 61.3	Communication with Colleagues and the Broader Health Care Team
61.3.2	Communicate effectively with referring doctors, and when referring a patient to another specialist
61.3.3	Apply communication skills to facilitate effective clinical handover and transfer of care
Theme 61.4	Communication with the Broader Community
61.4.2	Demonstrate the ability to apply specific medico-legal communication practices
61.4.3	Describe the ethical and legal constraints on communicating medical information to a third party
61.4.4	Identify and address barriers to communication in a non-medical workplace
Theme 61.5	The Influencing of Groups
61.5.1	Demonstrate understanding of the modalities of influence within an organisation
Sub-domain 62	Quality and Safety
<p><i>Quality and safety guidelines are developed to ensure the safe and quality care of patients. The implementation of these standards is the responsibility of all health care workers. Physicians must consider quality and safety in every aspect of their practice, from their interactions (communication) with patients, to managing and reporting risks and hazards.</i></p>	
Theme 62.2	Safe Practice
62.2.1	Optimise safe work practice which minimises error
62.2.3	Promote safe continuity of care for patients
Theme 62.3	Identification, Prevention and Management of Potential Harm

62.3.1	Recognise, report on and manage adverse events and error
62.3.2	Identify, establish, implement and/or comply with relevant risk-management and risk-minimisation procedures
62.3.4	Understand the process of managing complaints and how to utilise complaints to enhance medical care
Sub-domain 63	Teaching and Learning (Scholar)
<p><i>Physicians should actively contribute to the further research, development, appraisal, understanding, and dissemination of health care knowledge among their professional colleagues, students, and patients and within the broader general community.</i></p> <p><i>As with any profession, physicians need to model and engage in a process of continuing personal, professional, and educational development in order to maintain, further develop, and extend their professional knowledge, clinical skills, and technical expertise. This is especially important within the current context of an ever-increasing, rapid, and exponential growth in knowledge and its related applications.</i></p>	
Theme 63.1	Ongoing Learning
63.1.1	Participate in effective continuing professional and educational development
Theme 63.3	Educator
63.3.1	Recognise the importance of health education and the role of the physician as a teacher to patients, other physicians and in the wider community, and develop the skills to undertake this role
Sub-domain 64	Cultural Competency
<p><i>Physicians should display commitment to gaining an understanding of the impact of culture on health outcomes. They must endeavour to become acquainted with the cultural perception of illness, cultural aspects of family, and cultural attitudes toward death and illness held by their patients. Physicians have a responsibility to manage their own development of cultural competency and familiarise themselves with the differing cultures within the community.</i></p>	
Theme 64.1	Cultural Competency
64.1.1	Manage one's own cultural competency development
64.1.2	Demonstrate the ability to communicate effectively with people from culturally and linguistically diverse backgrounds
64.1.3	Apply specific knowledge of the patient's cultural and religious background, attitudes and beliefs in managing and treating the patient
64.1.4	Understand how the special history of Maori and Pacific peoples (NZ) and Aboriginal/Torres Strait Islander peoples (Australia) affects their current health status
64.1.6	Demonstrate the ability to promote effective cross-cultural partnerships and culturally diverse teams to improve health outcomes
Sub-domain 65	Ethics
<p><i>Physicians must adopt an ethical attitude towards the practice of medicine. Ethics pervades every aspect of clinical practice, from communication to critical reflection and professional standards. While it is important to bear in mind the relationship of health law and practice, it is important also to understand the distinction between law and ethics. Physicians must cultivate ethical reflection and ethical behaviour through an awareness of ethical principles, health law, and the limits of science on behaviour.</i></p>	
Theme 65.2	Personal Ethics
65.2.1	Develop a sound professional standard of personal conduct

65.2.2	Demonstrate the ability to reflect critically on personal beliefs, biases and behaviours, and their alignment with health care policy and impact on interaction with patients
Sub-domain 67	Leadership and Management
<i>The professional physician must have the ability to manage and make decisions about the allocation of personal, professional, and organisational resources.</i>	
Theme 67.1	Self-management
67.1.1	Implement and model effective self-management practices
Sub-domain 68	Health Advocacy
<i>Physicians have an obligation, both as individuals and in their profession, to positively influence the health circumstances of a patient. Opportunities for this may lie outside the immediate clinical context, and the patient may need the physician's support for success. The physician may need to add their voice where the patient is vulnerable due to infirmity, age, or commonly stigmatised status (e.g. race, social class, or habit). We refer to this process as advocacy.</i>	
<i>Beyond clinical practice, advocacy has a rich history of success in public health where physicians and others have advocated for, and sustained, favourable change in road safety, immunisation, and tobacco control. There is also an opportunity for advocacy for changing the environment or focus of care to improve both the quality and safety of care for others.</i>	
Theme 68.1	Advocacy for the Patient
68.1.1	Know and apply the key principles, processes and limitations of advocacy
Theme 68.2	Individual Advocacy
68.2.1	Identify and address key issues affecting personal work environment and recognise the role of advocacy
Sub-domain 69	The Broader Context of Health
<i>Physicians have an obligation to think more broadly than the health of the immediate patient. They must consider the effects of societal issues on health, and broader health determinants. They must be aware of the key population and public health principles.</i>	
<i>Physicians will encourage and educate patients to achieve healthier lifestyles and prevent injury, ill health, and disease. To achieve this, familiarity with risk factors (social, environmental, psychological) affecting specific population subgroups, disease-prevention services, and legislation are essential.</i>	
Theme 69.1	Burden of Disease
69.1.1	Demonstrate an awareness of the health priorities for the local community, and more broadly for Australia and New Zealand
Theme 69.2	Determinants of Health
69.2.1	Identify and define the determinants of health
Theme 69.3	Prevention and Control
69.3.1	Adopt a population health approach to the prevention of illness, promotion of health and control of disease
DOMAIN 70	LAW AND MEDICINE
Theme 70.1	Relevant Laws and Their Administration

70.1.1	Locate and interpret legislation applicable to specific hazards in workplaces and the environment
Theme 70.2	Industrial Relations
70.2.1	Describe the process of reaching industrial agreements and their influence on health and safety
Theme 70.3	The Legal Process
70.3.1	Describe courts and their procedures
DOMAIN 80	FITNESS AND RETURN TO WORK
Theme 80.1	Assessment of Fitness for Work
80.1.1	Assess the task demands and environment of the work of an employee
80.1.2	Define and negotiate the standards of fitness required
80.1.3	Perform a clinical assessment of a person's fitness for work
80.1.4	Describe the consequences of injury or illness and, in particular, its effect on a person's ability to work
80.1.5	Prepare and implement a return to work or rehabilitation plan for an employee
80.1.6	Discuss with a patient the implications for employment of medication and convalescence from procedures
DOMAIN 90	ENVIRONMENTAL RISKS AND INCIDENTS
Theme 90.1	Scope of Environmental Issues
90.1.1	Define environment and factors that influence occurrence of exposure and the susceptibility of individuals or groups
90.1.2	Describe how environmental risk is assessed and perceived
90.1.3	Describe the process of development of environmental standards for hazards arising from workplaces
90.1.4	Recognise and advise on health risks in the general environment arising from workplace activities
90.1.5	Recognise and advise on health risks in and around the domestic environment and in leisure activities
90.1.6	Describe the health risks of work in ambient environments of extreme temperature or pressure