

A Guide to Using the NSW Prevocational Assessment Forms

Why do we assess Junior Medical Officers (JMO)?

- Patient safety
 - To assist in decisions made about delegation and independence of practice
- JMOs are provisionally registered and require supervision and education
- Clinical oversight
 - To improve workload management
- To assist in directing JMO learning and clinical experience
- To make decisions about JMO progression

What is the role of the supervisor in JMO assessment?

- Providing constructive feedback on the JMO's performance
 - Gathering information from people who have seen the JMO perform
 - Direct observation of the JMO in the workplace
- Providing timely feedback to promote development of the JMO's knowledge, skills and attitudes
- Identifying an JMO with performance issues
 - Assisting in remediation of those issues
 - Recognising when issues need to be escalated and referred to DPET

How are the new forms used?

The new assessment forms are based on the AMC's Intern Outcome Statements. It uses a 5 point scale with behaviour descriptors.

- Research shows improved reliability of this approach particularly in large groups of assessors
- Descriptors will guide you to provide an authentic rating of the JMOs performance
- Three descriptors have been developed for each Intern Outcome Statement (ratings 1, 3 and 5)
- Use ratings 2 and 4 where the performance falls between the descriptors.
- A “not observed” option has been included. You should make every effort to observe your JMO in all areas. If you have not observed the JMO in a specific area you should speak to other multiple sources (eg other medical practitioners, nurses, other health professionals, patient, etc) to complete the rating.

Example:

2.2 .Communicate clearly, sensitively and effectively with patients, their family/carers, doctors and other health professionals.

2.2 Communication: Communicate clearly, sensitively and effectively with patients, their family/carers, doctors and other health professionals.			
JMO Rating	Supervisor Rating	Description	Not observed <input type="checkbox"/>
5 <input type="checkbox"/>	5 <input type="checkbox"/>	Communicates effectively in routine and difficult situations.	
4 <input type="checkbox"/>	4 <input type="checkbox"/>		
3 <input type="checkbox"/>	3 <input type="checkbox"/>	Communicates effectively in routine situations.	
2 <input type="checkbox"/>	2 <input type="checkbox"/>		
1 <input type="checkbox"/>	1 <input type="checkbox"/>	Does not communicate effectively.	

The End of Term Assessment asks that after you have rated each of the JMO outcome statements you make a Global Rating of their performance on this term.

In making this rating you need to consider their ability to:

- practise safely;
- work with increased levels of responsibility;
- apply existing knowledge and skills and learn new knowledge and skills as required

Example:

Global Rating

Assign a global rating of progress towards completion of internship or prevocational training. In assigning this rating consider the JMOs ability to practise safely, work with increasing levels of responsibility, apply existing knowledge and skills, and learn new knowledge and skills during term.

Global rating	
<input type="checkbox"/> Satisfactory	The JMO has met or exceeded performance expectations in the term.
<input type="checkbox"/> Borderline	Further information, assessment and/or remediation may be required before deciding that the JMO has met performance expectations.
<input type="checkbox"/> Unsatisfactory	The JMO has not met performance expectations in the term.

The Assessment Discussion

- Provide regular feedback throughout the term and consolidate this at your mid and end of term discussions
- Ensure you and the JMO are clear about what is being assessed and why
- Ask the JMO what they need feedback on (encourage them to refer to the Australian Curriculum Framework for Junior Doctors (ACF) capabilities)
- Consider the JMOs self-assessment ratings
- Discuss your assessment decisions, drawing on the descriptors

What if you have identified some areas that the JMO needs to work on?

- Identification of performance issues needs to occur as early as possible within the term.
- Where the JMO is rated at a 2 or below and a 3 in some instances an Improving Performance Action Plan (IPAP) is required.
- This should be developed in consultation with the DPET and the JMO

How do the assessment processes link to the ACF?

- The ACF is currently used to:
 - Guide formal education programs provided to PGY 1s and PGY 2s
 - Outline the term experiences
 - Assist JMOs self-reflection on their experiences – “What have I learnt on this term?”
- The Intern Outcome Statements have been mapped to the ACF domains
- The ACF provides more detailed information to describe the breadth of learning experiences the JMO may have
- The ACF is a good tool to use in your assessment discussions

What are the next steps to support implementation?

- Familiarise yourself with the forms
- Ask your DPET any questions you may have about the process
- Ensure your JMOs are comfortable with the process
- Provide feedback on the process to your DPETs to inform any future developments
- Ensure there is an Assessment Review Committee in place to make decisions regarding registration at the end of the PGY1 year.