



How to Get the Best Out of the Intern Guide

Tips for Supervisors

Background

The Health Education and Training Institute (HETI) Medical Portfolio has developed the *Intern Guide – A resource for junior doctors, their educators and supervisors.*

Aim of the Intern Guide

To facilitate interns, their educators and supervisors and Directors of Prevocational Education and Training (DPETs) in building valuable workplace learning, teaching and assessment experiences in the PGY1 year in order to achieve the larger goal of providing safe, effective patient care.

A secondary aim of the Guide is to support self-directed learning by junior doctors and promote the establishment of a culture of lifelong learning and reflection.

The Intern Guide is aligned to the National Intern Training – Intern Outcome Statements. All interns are required to achieve these by the end of post graduate year one (PGY1) to be eligible for general registration as a medical practitioner. The Intern Guide will assist with planning, monitoring and evaluating interns' progress through PGY1. The Guide provides a structure to facilitate the constructive alignment of learning to learning outcomes and assessment. By guiding workplace learning, teaching and assessment of interns the Intern Guide can assist DPETS, Term Supervisors and supervisors to better meet the following Australian Medical Council (AMC) requirements.

The AMC National standards (5.2.1–5.2.6) state that Intern training providers must:

- provide regular feedback to interns on their performance (5.2.1)
- document assessment performance (5.2.2)
- ensure feedback from supervisors is received each term (5.2.3)
- encourage interns to take responsibility for their own performance and to seek feedback (5.2.4)
- have clear procedures to immediately address patient safety concerns (5.2.5)
- identify interns who are not performing to the expected level and organise early appropriate remediation (5.2.6).

The Guidelines continues with the following on the assessment of interns

Assessing interns has three distinct imperatives:

- First, the process must be clear and transparent for all involved.
- Second, assessment must capture the essential information that intern training providers must provide to the Medical Board of Australia for determining whether interns have met the registration standard.
- Third, the assessment process must be based on outcomes consistent with the national standards. To achieve this, interns must be assessed against the Intern training – Intern outcome statements.



The AMC provides the following the criteria for assessing the global ability of interns:

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

As the Outcome Statements will be progressively acquired throughout the year, the different terms offer different contexts and opportunities to develop, practice and strengthen the required skills, knowledge, attitudes and work practices.

What does the Intern Guide provide?

- Learning outcomes that describe component knowledge, skills and attitudes of each of the Intern Training-Intern Outcome statements
- Broad strategies for workplace teaching, learning and assessment
- Topic lists that contribute further detail on content to be covered for each of the Intern Outcome Statements.
- Links between learning outcomes across the different Intern Outcome statements indicating areas where learning, teaching and/or assessment can be combined.

The Intern Guide is an interactive PDF allowing movement between different sections. As well as learning in the workplace interns are encouraged to access eLearning modules, books, journals, podcasts and other web resources to further their learning.

How to Use the Guide

The Intern Guide is designed to be used by interns and their educators and supervisors. Interns can use the Guide to identify their learning goals and develop a learning plan. Educators and supervisors can use the Guide to support interns with their learning, identify and plan teaching opportunities, and provide feedback to interns on their performance and facilitate workplace assessment.

The use of the guide is voluntary and the information on assessment is provided as suggestions, the intention is not for all options to be undertaken. The aim is to promote opportunities for feedback to interns from a range of supervising doctors, including registrars. Seeking and receiving feedback and undertaking workplace assessment is essential to improving practice and promotes a culture of lifelong learning. It is an important practice to establish during PGY1 and it is hoped that the Intern Guide is an initiative that supports this.

The Guide will assist supervisors to:

1. Clarify with interns what they currently know and can do and the skills and knowledge they would like to develop

Using the learning outcomes and topics supervisors can review with interns areas of strength and identify areas for further development. The Intern Guide can be used by



Term Supervisors at the orientation meeting to help interns formulate personal learning goals and map these to the Intern Outcome Statements and the Term Learning Outcomes. The Guide make the relationship between the Term Outcomes and the Intern Outcome statements more visible.

2. Assist interns to develop their learning plan

Term Supervisors can assist interns to develop a learning plan for the term. The plan can align the Term Outcomes to the relevant learning outcomes from the Intern Guide and outline learning strategies to meet these outcomes and to measure progress. The learning plan will help to direct and monitor intern learning over the term and progress towards achievement of the Intern Training - Intern Outcome Statements.

3. Plan teaching

The learning outcomes and suggested teaching/learning strategies can assist with identifying teaching opportunities in the workplace and opportunities for integrating teaching across learning outcomes and across domains. Within the Intern Guide learning outcomes that can be easily be combined for teaching and/or assessment are highlighted. The linkages are indicative only and depending on context there are many other combinations for integrated teaching and assessment. Additionally, the detailed learning outcomes will assist with mapping opportunistic learning and prioritising learning outcomes to be achieved.

4. Provide feedback to interns

Obtaining feedback is best seen as a continuous process. Throughout the term, supervisors observe different aspects of performance over time and provide interns with feedback on their performance, acknowledging what they are doing well and areas for further development.

The learning outcomes for each of the Intern Outcome Statements describe the performance requirements expected in the workplace. This promotes a more reliable and consistent approach to assessing performance, it supports supervisors to be more specific in their feedback and informs the completion of Mid-Term Appraisals and End of Term Assessments. The Mid-Term Appraisal is an opportunity to identify with interns milestones not yet reached in their Learning Plan and for Supervisors to re-evaluate teaching/supervision strategy, if necessary, for the remainder of that term.

5. Undertake structured workplace assessment

As well as informal feedback gained over each term, feedback can be obtained by completing structured workplace assessment. In general, workplace assessment events will combine a number of learning outcomes, often across the different

Outcome Statements, and will be tasks that interns are already performing in the workplace.

Commonly used workplace assessment tools are the Mini Clinical Examination (mini-Cex), Case-based discussion, Multisource feedback and the Direct Observation of



Procedural Skills (DOPS). Generic versions of these tools are available from the Australian Medical Council site: <http://wbaonline.amc.org.au/>

As well as templates for these tools the site has an online resource guide with videos, on implementing workplace assessment.

A further resource for supervisors is the HETI *Superguide: a guide to supervising doctors*. The focus is on providing practical advice to improve the effectiveness and educational value of clinical supervision.

<http://www.heti.nsw.gov.au/Global/restricted/Medical-Superguide-Interactive.PDF>

6. Identify and manage the trainee in difficulty

The Intern Guide enables interns and supervisors to have clear indicators of performance, promoting easier identification of interns who are experiencing difficulties with their work performance and the factors that may be contributing to it. The Guide can assist the development of an Improving Performance Action Plan (IPAP) for the intern. More information can be found in the HETI publication *Trainee in difficulty - A management guide for Directors of Prevocational Education and Training*.

<http://www.heti.nsw.gov.au/Global/HETI-Resources/prevocational/news/trainee-in-difficulty-2nd.pdf>

Improving Performance Action Plan (IPAP)

<http://www.heti.nsw.gov.au/Global/Prevocational/NSW%20Prevocational%20Assessment%20Forms%202014/IPAP%20form%20FINAL.pdf>

Additional Resource

HETI eLearning modules

Assessment and Feedback for Junior Medical Officers

Supporting the Learner

http://hetionline.cit.health.nsw.au/hetionline/oam_login.jsp

HETI workshop

Conversations in Medical Supervision (CiMS)

This course has been designed for clinical supervisors who teach and manage doctors in the workplace, ranging from medical students to senior medical officers. The course consists of two half-day modules: Module 1: Surviving and Thriving - Day to Day Supervision and Module 2: The Junior Doctor in Difficulty.

Check with HETI Medical Portfolio for next scheduled course.

Podcast

Onthewards

Supervisor assessment of the junior doctor

<http://www.onthewards.org/pods/supervisor-assessment-junior-doctor/>

Blog

Onthewards

Confessions of a clinical educator

<http://www.onthewards.org/blog/2014/06/confessions-clinical-educator/>