



SCHOOL OF MEDICINE
PROFESSIONALISM COMPETENCY
PLACEMENT CO-ORDINATOR / PBL FACILITATOR GUIDE TO COMPLETING FORMS

Background

Under the Health Practitioner Regulation National Law (Vic) Act 2010, all relevant healthcare students must be registered with the Medical Board of Australia as a prerequisite to undertaking a program of study at a medical school in Australia. Applications for registration are completed on initial enrolment and updated annually.

A student's fitness to practise depends on three main areas each of which has the potential to impact on the quality of the service delivered to patients.

1. **Health or Personal issues:** Issues that may affect the student's current or future ability to practise medicine including: Mental disorders, physical impairment, drug and alcohol issues. This may be self-reported domestic or personal issues that the student feels have could affect their performance. Educational institutions are mandated to report impairment to AHPRA.
2. **Professional attitudes:** Issues of concern regarding professional attitudes during the program including: plagiarism, poor attendance, inappropriate behaviour or contravention of significant aspects of ethical codes or policy- i.e. sensitive examinations, communication.
3. **Issues External to the Program** Issues regarding the actions of student occurring outside the program, such as: Any offence which is potentially punishable by twelve or more months in gaol (e.g. drug/alcohol related convictions, pornography convictions).

Overview

There are 2 processes of reporting

1. **BMBS and Medical Imaging only**
Hurdle Requirement – all students must have 1 competency completed per semester
2. Notification by Exception – PBL facilitator coordinator or placement supervisors who have concerns about the professionalism or behavior of a student may complete Form B at any time and send this to the Placement Coordinator, School of Medicine at Waurn Ponds, Deakin University. *See appendix A*

The aims of the process are to

1. Provide feedback to students on performance during the course
2. Identify issues that might affect a student's fitness to practice
3. Offer support to students and access to services when required

Processes

Supervisor/Facilitator Report by Exception – Form B

As well as documenting overall performance this is *the main* mechanisms whereby any concerns about students' future fitness to practice can be flagged. Supervisors/facilitators are strongly encouraged to discuss these concerns and how they should be addressed with the student but can also report concerns without discussion with the student. This form can also be used to record issues raised by the student themselves.

All 'by exception' PSS referrals must come from a person in the role of supervisor or coordinator. Please discuss any concerns about student health, conduct or behaviour with the relevant coordinator; the School Executive Officer, the Senior PBL Facilitator for PBL facilitators, the Doctor and Patient Theme Coordinator for Year 1 and 2 clinical tutors, and the Director of Clinical Studies for Year 3 and 4 clinical tutors, ELPD and DPCI Theme Coordinators for issues relevant to these themes. It may be helpful to refer to the Deakin School of Medicine Code of Conduct. If necessary, the coordinator can make a referral to the Professional Standards Sub-committee.

Completion and submission of this form does not constitute a summative assessment for the student.

Supervisor concerns may be minor or more significant, but all concerns should be recorded. For example:

- **Minor concern:** an issue that raises some concerns about future fitness to practise, that would best be dealt with through support and counselling.

Examples would include poor attendance, or relatively minor inappropriate behaviour.

- **Significant concern:** Issues that raise much more significant concerns in regards to future fitness to practise issues or career options.

Examples would include dishonesty, serious health issues, and significant contravention of a policy, drug and/or alcohol abuse. Or an unpredicted event giving rise to the need for immediate action because of the likelihood of significant harm, either involving a medical student, or resulting from the action of a medical student.

Hurdle Requirement for Competency – BMBS only

The student and placement supervisor or facilitator meet and complete two forms; Professionalism Competency form A & B. Form A should be completed, retained by the student and uploaded to their ePortfolio, **Form B is completed by the placement supervisor and returned to the Placement Coordinator, School of Medicine at Wearn Ponds, Deakin University.**

Year 1 interviews will occur with the student's PBL facilitator in Semester 1 and 2.

Year 2 interviews will occur in the student's PBL facilitator in Semester 1. Interviews in Semester 2 will occur during the IPL placement with the placement supervisor or their delegate.

Year 3 interviews will occur with the clinical supervisor during Mental Health rotation (or as otherwise stipulated by the relevant Director of Clinical Studies) and with the Clinical School Director or their delegate in the opposite semester. In IMMERSe the interviews will be performed

with the student's GP supervisor and must be forwarded to the Director of Clinical Studies three weeks before the end of each semester.

Year 4 interviews will occur with the clinical supervisor during the General Practice rotation in semester 1 (or as otherwise stipulated by the relevant Director of Clinical Studies) and with the clinical supervisor for the Pre-Internship Selective in semester 2.

It is the student's responsibility to organize to meet with the relevant placement supervisor and PBL facilitator to complete this part of their assessment. Note – the 'hurdle requirement' is completion of this process by the student.

STEP 1: During the relevant placement the student should download the Professionalism Competency Form A (ideally on opposite sides of a single sheet of paper) and complete the sections of the form marked 'student'.

STEP 2: The student takes the completed Professionalism Competency Form A to their placement supervisor or PBL facilitator. The supervisor/facilitator completes the remainder of the form and discusses this with the student. The Professionalism Competency Form A is then kept by the student in their ePortfolio.

STEP 3: The supervisor/facilitator then completes the Professionalism Competency Form B and **returns to the Placement Coordinator, School of Medicine – Waurn Ponds, Deakin University.**

Completing Form A

Students are rated against the expected performance relative to an average student at an equivalent stage of the program.

Clearly below expected level: the student is substantially below the standard expected for someone at this stage of the course and needs planned assistance to meet the standard before the end of the course it is optimal for. The student and supervisor should agree and document what additional steps will be taken to address these issues

At expected level: The student is performing at the level expected of someone at this stage of the course.

Students should indicate any problems that they feel had an impact on performance or fitness to practice so these can be considered. This should be taken into consideration when completing plan for remediation support. Students should see this as an opportunity to 'self-report' issues relevant to fitness to practice.

Definitions of attributes

- 1.1. **Attendance / Time management:** is present at scheduled clinical and teaching venues; where absence is unavoidable, acts professionally by informing the appropriate people. Is punctual; able to prioritise duties; completes required work on time.
- 1.2. **Motivation to learn:** willingness to research clinical cases. Makes good use of teaching opportunities; demonstrates evidence of independent learning.

- 1.3. **Respect for patients:** demonstrates tolerance and a non-judgmental attitude towards patients, regardless of race, religion or culture. Respects patient confidentiality and obtains consent.
- 1.4. **Respect for colleagues:** demonstrates tolerance and a non-judgmental attitude towards colleagues. Demonstrates respect of relevant area of expertise by both verbal and non-verbal communication.
- 1.5. **Ability to work in a team:** shows a willingness to work within a team, assist, communicate and compromise when necessary to further the best interests of the patient/team/project.
- 1.6. **Insight/Recognition of own limitations:** knows when out of his or her depth in terms of knowledge, clinical skills or professional situations; seeks appropriate help and does not attempt to cope alone. Hears and acts upon constructive criticism
- 1.7. **Balancing external commitments:** organises commitments external to their study and clinical attendance commitments so there is no or minimal interference. The student is able to attend to required tasks in study and clinical experience by being organised, punctual and reliable in balancing work and/or personal commitments outside their study.

Outcomes

The majority of students will not require any further action beyond discussion with the supervisor completing the form. These forms will all be reviewed by the Professional Standards Subcommittee of the School of Medicine.