

1. Term details:			
Health Service:	Northern Health	Term duration:	Maximum: 13 weeks
Location/Site:	Northern Hospital Epping	Clinical experience - Primary:	A: Undifferentiated illness patient care
Parent Health Service:	Northern Health	Clinical experience - Secondary:	C: Acute and critical illness patient care
Speciality/Dept.:	Emergency Department - Adult	Non-clinical experience:	(PGY2 only)
PGY Level:	PGY1	Prerequisite learning:	(Nil)
Term Descriptor:	The Emergency Department rotation is a critical care rotation where doctors in training will have an opportunity to assess and manage acutely undifferentiated and potentially unwell patients within the Emergency Department. This will include history taking, a focused clinical examination and targeted investigations in attempting to reach a diagnosis and disposition for patients coming through the Emergency Department, which will include concise documentation and referrals to various specialties.		

2. Learning objectives:		
<i>EPA1: Clinical Assessment</i>	Domain 1	Obtains person-centred histories tailored to the clinical situation in a culturally safe and appropriate way.
	Domain 2	Recognises their own limitations and seeks help when required in an appropriate way.
	Domain 3	Incorporates psychosocial considerations and stage in illness journey into assessment, acknowledging these factors can influence a patient's experience of illness and healthcare behaviours.
	Domain 4	Demonstrates the ability to manage uncertainty in clinical decision-making.
<i>EPA2: Recognition and care of the acutely unwell patient</i>	Domain 1	Recognises the need for timely escalation of care and escalates to appropriate staff or service, following escalation in care policies and procedures.
	Domain 2	Works effectively as a member of a team and uses other team members, based on knowledge of their roles and skills, as required.
	Domain 3	Accesses interpretive or culturally-focused services and considers relevant cultural or religious beliefs and practices.
	Domain 4	Observes local service protocols and guidelines on acutely unwell patients
<i>EPA3: Prescribing</i>	Domain 1	Appropriately, safely & accurately prescribes therapies (drugs, fluids, blood products, oxygen), & demonstrates an understanding of the rationale, risks & benefits, contraindications, adverse effects, drug interactions, dosage & routes of administration
	Domain 2	Demonstrates professional conduct, honesty and integrity.
	Domain 3	Acknowledges and respects patients' cultural and religious background, attitude and beliefs, and how these might influence the acceptability of pharmacological and non-pharmacological management approaches.
	Domain 4	Makes use of local service protocols and guidelines to ensure decision-making is evidence-based and applies guidelines to individual patients appropriately
<i>EPA4: Team communication – documentation, handover and referrals</i>	Domain 1	Produces medical record entries that are timely, accurate, concise and understandable.
	Domain 2	Maintains respect for patients, families, carers, and other health professionals, including respecting privacy and confidentiality.
	Domain 3	Includes relevant information regarding patients' cultural or ethnic background in the handover and whether an interpreter is required.

	Domain 4	Ensures all outstanding investigations, results or procedures will be followed up by receiving units and clinicians.
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3. Outcome statements:

Domain 1: The prevocational doctor as practitioner	Domain 2: The prevocational doctor as professional and leader	Domain 3: The prevocational doctor as a health advocate	Domain 4: The prevocational doctor as a scientist and scholar
<p><input type="checkbox"/> 1.1 Place the needs and safety at the centre of the care process, working within statutory and regulatory requirements and guidelines. Demonstrate skills including effective handover, graded assertiveness, delegation and escalation, infection control, and adverse event reporting.</p> <p><input checked="" type="checkbox"/> 1.2 Communicate sensitively and effectively with patients, their family and carers, and health professionals, applying the principles of shared decision-making and informed consent.</p> <p><input type="checkbox"/> 1.3 Demonstrate effective, culturally safe interpersonal skills, empathetic communication, and respect within an ethical framework inclusive of indigenous knowledges of wellbeing and health models to support Aboriginal and Torres Strait Islander patient care</p> <p><input checked="" type="checkbox"/> 1.4 Perform and document patient assessments, incorporating a problem-focused medical history with a relevant physical examination, and generate a valid differential diagnosis and/or summary of the patient's health and other relevant issues</p> <p><input checked="" type="checkbox"/> 1.5 Request and accurately interpret common and relevant investigations using evidence-informed knowledge and principles of sustainability and cost-effectiveness</p> <p><input checked="" type="checkbox"/> 1.6 Safely perform a range of common procedural skills required for work as a PGY1 and PGY2 doctor.</p> <p><input type="checkbox"/> 1.7 Make evidence-informed management decisions and referrals using principles of shared decision-making with patients, carers and health care team</p> <p><input checked="" type="checkbox"/> 1.8 Prescribe therapies and other products including drugs, fluids, electrolytes, and blood products safely, effectively and economically</p> <p><input type="checkbox"/> 1.9 Recognise, assess, communicate and escalate as required, and provide immediate management to deteriorating and critically unwell patients.</p> <p><input checked="" type="checkbox"/> 1.10 Appropriately use and adapt to dynamic systems and technology to facilitate practice, including for</p>	<p><input checked="" type="checkbox"/> 2.1 Demonstrate ethical behaviours and professional values including integrity, compassion, self-awareness, empathy, patient confidentiality and respect for all.</p> <p><input checked="" type="checkbox"/> 2.2 Identify factors and optimise personal wellbeing and professional practice, including responding to fatigue, and recognising and respecting one's own limitations to mitigate risks associated with professional practice.</p> <p><input checked="" type="checkbox"/> 2.3 Demonstrate lifelong learning behaviours and participate in, and contribute to, teaching, supervision and feedback.</p> <p><input type="checkbox"/> 2.4 Take increasing responsibility for patient care, while recognising the limits of their expertise and involving other professionals as needed to contribute to patient care.</p> <p><input checked="" type="checkbox"/> 2.5 Respect the roles and expertise of healthcare professionals, and learn and work collaboratively as a member of an inter-personal team.</p> <p><input checked="" type="checkbox"/> 2.6 Contribute to safe and supportive work environments, including being aware of professional standards and institutional policies and processes regarding bullying, harassment and discrimination for themselves and others.</p> <p><input checked="" type="checkbox"/> 2.7 Critically evaluate cultural safety and clinical competencies to improve culturally safe practice and create culturally safe environments for Aboriginal and Torres Strait Islander communities. Incorporate into the learning plan strategies to address any identified gaps in knowledge, skills, or behaviours that impact Aboriginal and Torres Strait Islander patient care.</p> <p><input checked="" type="checkbox"/> 2.8 Effectively manage time and workload demands, be punctual, and show ability to prioritise workload to manage patient outcomes and health service functions.</p>	<p><input type="checkbox"/> 3.1 Incorporate disease prevention, relevant health promotion and health surveillance into interactions with individual patients, including screening for common diseases, chronic conditions, and discussions of healthcare behaviours with patients</p> <p><input checked="" type="checkbox"/> 3.2 Apply whole-of-person care principles to clinical practice, including consideration of a patients physical, emotional, social, economic, cultural and spiritual needs and their geographical location, acknowledging that these factors can influence a patient's description of symptoms, presentation of illness, healthcare behaviours and access to health services or resources.</p> <p><input checked="" type="checkbox"/> 3.3 Demonstrate culturally safe practice with ongoing critical reflection of the impact of health practitioner's knowledge, skills, attitudes, practising behaviours and power differentials in delivering safe, accessible and responsive healthcare free of racism and discrimination.</p> <p><input checked="" type="checkbox"/> 3.4 Demonstrate knowledge of the systemic and clinician biases in the health system that impact on the service delivery for Aboriginal and Torres Strait Islander peoples. This includes understanding current evidence around systemic racism as a determinant of health and how racism maintains health inequity.</p> <p><input checked="" type="checkbox"/> 3.5 Demonstrate knowledge of the ongoing impact of colonisation, intergenerational trauma and racism on the health and wellbeing of Aboriginal and Torres Strait Islander peoples.</p> <p><input checked="" type="checkbox"/> 3.6 Partner with the patient in their healthcare journey, recognising the importance of interaction with and connection to the broader healthcare system. Where relevant, this should include culturally appropriate communication with caregivers and extended family members while also including and working collaboratively with other health professionals</p>	<p><input type="checkbox"/> 4.1 Consolidate, expand and apply knowledge of the aetiology, pathology, clinical features, natural history and prognosis of common and important presentations in a variety of stages of life and settings.</p> <p><input type="checkbox"/> 4.2 Access, critically appraise and apply evidence form the medical and scientific literature to clinical and professional practice.</p> <p><input type="checkbox"/> 4.3 Participate in quality assurance and quality improvement activities such as peer review of performance, clinical audit, risk management, incident reporting and reflective practice.</p> <p><input checked="" type="checkbox"/> 4.4 Demonstrate a knowledge of evidence-informed medicine and models of care that support and advance Aboriginal and Torres Strait Islander health.</p>

documentation, communication, information management and supporting decision-making		(including Aboriginal Health Workers, practitioners and Liaison Officers).	
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4. Supervision details:

Supervision Role	Name	Position	Contact
DCT/SIT	Dr Carol Chong	Supervisor of Intern Training	Carol.Chong@nh.org.au
Term Supervisor	Dr Stefan Herodotou	ED Intern Supervisor	Stefan.Herodotou@nh.org.au
Clinical Supervisor (primary)	Allocated by email at beginning of term – individualised for each intern	Intern Clinical Supervisor	Click or tap here to enter text.
Cinical Supervisor (day to day)	Allocated on daily roster -see huddle	ED Consultant	Click or tap here to enter text.
EPA Assessors Health Professional that may assess EPAs	<ul style="list-style-type: none"> All consultants All registrars Click or tap here to enter name and role 		

Team Structure - Key Staff

Name	Role	Contact
Daniel Crompton	Director of ED	Daniel.Crompton@nh.org.au
Katie Smith	Deputy Director of Operations	Katie.Smith3@nh.org.au
Matthew Wilde	Deputy Director of Quality	Matthew.Wilde@nh.org.au
Heng Cheok	Deputy Director of Workforce/Education	Heng.Cheok@nh.org.au
Julia Beckman	Nurse Unit Manager	Julia.Beckman@nh.org.au

5. Attachments:

R-over document	https://media.northerndoctors.org.au/wp-content/uploads/2022/07/ED-Handbook-July-2022.pdf
Unit orientation guide	https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fmedia.northerndoctors.org.au%2Fwp-content%2Fuploads%2F2023%2F02%2FED-ROVER-January-2023.docx&wdOrigin=BROWSELINK
Timetable (sample in appendix)	Click or tap here to enter url of attachment.

6. Accreditation details (PMCV use only)

Accreditation body:	
Accreditation status:	Click or tap here to enter text.
Accreditation ID:	Click or tap here to enter text.

Number of accredited posts:	PGY1: number	PGY2: number
Accredited dates:	Approved date: date.	Review date: date.

7. Approval		
Reviewed by:	Click or tap here to enter text.	Date: Click or tap to enter a date.
Delegated authority:	Click or tap here to enter text.	Date: Click or tap to enter a date.
Approved by:	Click or tap here to enter text.	Date: Click or tap to enter a date.

Appendix							
Timetable example							
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning	08:00	08:00	Enter Time	Enter Time	Enter Time	Enter Time	Enter Time
	Huddle	Huddle	Click or tap here to enter text.	Click or tap here to enter text.	08:10 – 09:00 ED Education	Click or tap here to enter text.	Click or tap here to enter text.
Afternoon	Enter Time	Enter Time	14:00	14:00	Enter Time	Enter Time	Enter Time
	Click or tap here to enter text.	12:30 – 13:30 Intern Education	Huddle	Huddle	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Evening	17:30	17:30	23:30	23:30	Enter Time	Enter Time	Enter Time
	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Hours	Total	Total	Total	Total	Total	Total	Total

ED Intern	Mon	Tues	Wed	Thur	Fri	Sat	Sun	Mon	Tues	Wed	Thur	Fri	Sat	Sun
Intern 1	1400-2330		0800-1730	0800-1730	0800-1730				1400-2330	1400-2330			0800-1730	0800-1730
Intern 2		0800-1730	0800-1730	1400-2330	1400-2330						1400-2330	1400-2330	1400-2330	1400-2330
Intern 3	0800-1730	1400-2330				1400-2330	1400-2330	1400-2330		0800-1730	0800-1730	0800-1730		
Intern 4	1400-2330	1400-2330				0800-1730	0800-1730		0800-1730	0800-1730	1400-2330	1400-2330		
Intern 5		0800-1730	0800-1730	0800-1730	0800-1730			0800-1730	0800-1730				1400-2330	1400-2330
Intern 6		0800-1730	1400-2330			0800-1730	0800-1730	0800-1730		1400-2330	1400-2330	1400-2330		
Intern 7				1400-2330	1400-2330	1400-2330	1400-2330		0800-1730	0800-1730	0800-1730	0800-1730		
Intern 8	0800-1730		1400-2330	1400-2330	1400-2330			1400-2330	1400-2330				0800-1730	0800-1730