

# Clinical Management

## Patient Assessment

### Patient identification

Follows the stages of a verification process to ensure the correct identification of a patient

Complies with the organisation's procedures for avoiding patient misidentification

Confirms with relevant others the correct identification of a patient

### History & Examination

Recognises how patients present with common acute and chronic problems and conditions

Undertakes a comprehensive & focussed history

Performs a comprehensive examination of all systems

Elicits symptoms & signs relevant to the presenting problem or condition

### Problem formulation

Synthesises clinical information to generate a ranked problem list containing appropriate provisional diagnoses as part of the clinical reasoning process

Discriminates between the possible differential diagnoses relevant to a patient's presenting problems or conditions

Regularly re-evaluates the patient problem list

### Investigations

Judiciously selects, requests and is able to justify investigations in the context of particular patient presentation

Follows up & interprets investigation results appropriately to guide patient management

Identifies & provides relevant & succinct information when ordering investigations

### Referral & consultation

Identifies & provides relevant & succinct information

Applies the criteria for referral or consultation relevant to a particular problem or condition

Collaborates with other health professionals in patient assessment

## Safe Patient Care

### Systems

Works in ways which acknowledge the complex interaction between the healthcare environment, doctor & patient

Uses mechanisms that minimise error e.g. checklists, clinical pathways

Participates in continuous quality improvement e.g. clinical audit

### Risk & prevention

Identifies the main sources of error & risk in the workplace

Identifies which may contribute to patient & staff risk

Explains and reports potential risks to patients and staff

### Adverse events & near misses

Describes examples of the harm caused by errors & system failures

Documents & reports adverse events in accordance with local incident reporting systems

Recognises & uses existing systems to manage adverse events & near misses

### Public health

Knows pathways for reporting notifiable diseases & which conditions are notifiable

Acts in accordance with the management plan for a disease outbreak

Identifies the key health issues and opportunities for disease and injury prevention in the community

### Infection control

Practices correct hand-washing & aseptic techniques

Uses methods to minimise transmission of infection between patients

Rationally prescribes antimicrobial / antiviral therapy for common conditions

### Radiation safety

Minimise the risk associated with exposure to radiological investigations or procedures to patient or self

Rationally requests radiological investigations & procedures

Regularly evaluates his / her ordering of radiological investigations & procedures

### Medication safety

Identifies the medications most commonly involved in prescribing and administration errors

Prescribes, calculates and administers all medications safely mindful of their risk profile

Routinely reports medication errors and near misses in accordance with local requirements

## Acute & Emergency Care

### Assessment

Recognises the abnormal physiology and clinical manifestations of critical illness

Recognises & effectively assesses acutely ill, deteriorating or dying patients

Initiates resuscitation when clinically indicated whilst continuing full assessment of the patient

### Prioritisation

Applies the principles of triage & medical prioritisation

Identifies patients requiring immediate resuscitation and when to call for help e.g. Code Blue / MET

### Basic Life Support

Implements basic airway management, ventilatory and circulatory support

Effectively uses semi-automatic and automatic defibrillators

### Advanced Life Support

Identifies the indications for advanced airway management

Recognises malignant arrhythmias, uses resuscitation/drug protocols and manual defibrillation

Participates in decision-making about and debriefing after cessation of resuscitation

### Acute patient transfer

Identifies when patient transfer is required

Identifies and manages risks prior to and during patient transfer

## Patient Management

### Management Options

Identifies and is able to justify the patient management options for common problems and conditions

Implements and evaluates a management plan relevant to the patient following discussion with a senior clinician

### Inpatient Management

Reviews the patient and their response to treatment on a regular basis

### Therapeutics

Takes account of the actions and interactions, indications, monitoring requirements, contraindications & potential adverse effects of each medication used

Involves nurses, pharmacists and allied health professionals appropriately in medication management

Evaluates the outcomes of medication therapy

### Pain management

Specifies and can justify the hierarchy of therapies and options for pain control

Prescribes pain therapies to match the patient's analgesia requirements

## Fluid, electrolyte & blood product management

Identifies the indications for, & risks of, fluid & electrolyte therapy & blood products

Recognises and manages the clinical consequences of fluid electrolyte imbalance in a patient

Develops, implements, evaluates and maintains an individualised patient management plan for fluid, electrolyte or blood product use

Maintains a clinically relevant patient management plan of fluid, electrolyte and blood product use

### Subacute care

Identifies patients suitable for & refers to aged care, rehabilitation or palliative care programs

Identifies common risks in older and complex patients e.g. falls risk and cognitive decline

### Ambulatory & community care

Identifies and arranges ambulatory and community care services appropriate for each patient

### Discharge planning

Recognises when patients are ready for discharge

Facilitates timely and effective discharge planning

### End of Life Care

Arranges appropriate support for dying patients

Takes account of legislation regarding Enduring Power of Attorney and Advanced Care Planning

## Skills & Procedures

### Decision-making

Explains the indications, contraindications & risks for common procedures

Selects appropriate procedures with involvement of senior clinicians and the patient

Considers personal limitations and ensures appropriate supervision

### Informed consent

Applies the principles of informed consent in day to day clinical practice

Identifies the circumstances that require informed consent to be obtained by a more senior clinician

Provides a full explanation of procedures to patients considering factors affecting the capacity to give informed consent such as language, age & mental state

### Performance of procedures

Ensures appropriate supervision is available

Identifies the patient appropriately

Prepares and positions the patient appropriately

Recognises the indications for local, regional or general anaesthesia

Arranges appropriate equipment

Arranges appropriate support staff and defines their roles

Provides appropriate analgesia and/or premedication

Performs procedure in a safe and competent manner using aseptic technique

Identifies and manages common complications

Interprets results & evaluates outcomes of treatment

Provides appropriate aftercare & arranges follow-up

## Skills & Procedures

Venepuncture

IV cannulation

Preparation and administration of IV medication, injections & fluids

Arterial puncture in an adult

Blood culture (peripheral)

IV infusion including the prescription of fluids

IV infusion of blood & blood products

Injection of local anaesthetic to skin

Subcutaneous injection

Intramuscular injection

Perform & interpret and ECG

Perform & interpret peak flow

Urethral catheterisation in adult females & males

Airway care including bag mask ventilation with simple adjuncts such as pharyngeal airway

NG & feeding tube insertion

Gynaecological speculum and pelvic examination

Surgical knots & simple suture insertion

Corneal & other superficial foreign body removal

Plaster cast/splint limb immobilisation

## Clinical Symptoms, Problems & Conditions

### Common Symptoms & Signs

Fever

Dehydration

Loss of Consciousness

Syncope

Headache

Toothache

Upper airway obstruction

Chest pain

Breathlessness

Cough

Back pain

Nausea & Vomiting

Jaundice

Abdominal pain

Gastrointestinal bleeding

Constipation

Diarrhoea

Dysuria / or frequent micturition

Oliguria & anuria

Pain & bleeding in early pregnancy

Agitation

Depression

### Common Clinical Problems and Conditions

Non-specific febrile illness

Sepsis

Shock

Anaphylaxis

Envenomation

Diabetes mellitus and direct complications

Thyroid disorders

Electrolyte disturbances

Malnutrition

Obesity

Red painful eye

Cerebrovascular disorders

Meningitis

Seizure disorders

Delirium

Common skin rashes & infections

Burns

Fractures

Minor Trauma

Multiple Trauma

Osteoarthritis

Rheumatoid arthritis

Gout

Septic arthritis

Hypertension

Heart failure

Ischaemic heart disease

Cardiac arrhythmias

Thromboembolic disease

Limb ischaemia

- ☐ Leg ulcers
- ☐ Oral infections
- ☐ Periodontal disease
- ☐ Asthma
- ☐ Respiratory infection
- ☐ Chronic Obstructive Pulmonary Disease
- ☐ Obstructive sleep apnoea
- ☐ Liver disease
- ☐ Acute abdomen
- ☐ Renal failure
- ☐ Pyelonephritis & UTIs
- ☐ Urinary incontinence & retention
- ☐ Menstrual disorders
- ☐ Sexually Transmitted Infections
- ☐ Anaemia
- ☐ Bruising & Bleeding
- ☐ Management of anticoagulation
- ☐ Cognitive or physical disability
- ☐ Substance abuse & dependence
- ☐ Psychosis
- ☐ Depression
- ☐ Anxiety
- ☐ Deliberate self-harm & suicidal behaviours
- ☐ Paracetamol overdose
- ☐ Benzodiazepine & opioid overdose
- ☐ Common malignancies
- ☐ Chemotherapy & radiotherapy side effects
- ☐ The sick child
- ☐ Child abuse
- ☐ Domestic violence
- ☐ Dementia
- ☐ Functional decline or impairment
- ☐ Fall, especially in the elderly
- ☐ Elder abuse
- ☐ Poisoning/overdose

## Professionalism

### Doctor & Society

#### Access to healthcare

- ☐ Identifies how physical or cognitive disability can limit patients' access to healthcare services
- ☐ Provides access to culturally appropriate healthcare
- ☐ Demonstrates and advocates a non-discriminatory patient-centred approach to care

#### Culture, society healthcare

- ☐ Behaves in ways which acknowledge the social, economic political factors in patient illness
- ☐ Behaves in ways which acknowledge the impact of culture, ethnicity, sexuality, disability & spirituality on health
- ☐ Identifies his/her own cultural values that may impact on his/her role as a doctor
- ☐ Indigenous patients
- ☐ Behaves in ways which acknowledge the impact of history & the experience of Indigenous Australians
- ☐ Behaves in ways which acknowledge Indigenous Australians' spirituality & relationship to the land
- ☐ Behaves in ways which acknowledge the diversity of indigenous cultures, experiences & communities

#### Professional standards

- ☐ Complies with the legal requirements of being a doctor e.g. maintaining registration
- ☐ Adheres to professional standards
- ☐ Respects patient privacy & confidentiality

#### Medicine & the law

- ☐ Complies with the legal requirements in patient care e.g. Mental Health Act, death certification
- ☐ Completes appropriate medico-legal documentation
- ☐ Liaises with legal & statutory authorities, including mandatory reporting where applicable

#### Health promotion

- ☐ Advocates for healthy lifestyles & explains environmental lifestyle risks to health

- ☐ Uses a non-judgemental approach to patients & his/her lifestyle choices (e.g. discusses options; offers choice)
- ☐ Evaluates the positive & negative aspects of health screening and prevention when making healthcare decisions

#### Healthcare resources

- ☐ Identifies the potential impact of resource constraint on patient care
- ☐ Uses finite healthcare resources wisely to achieve the best outcomes
- ☐ Works in ways that acknowledge the complexities & competing demands of the healthcare system

### Professional Behaviour

#### Professional responsibility

- ☐ Behaves in ways which acknowledge the professional responsibilities relevant to his/her health care role
- ☐ Maintains an appropriate standard of professional practice and works within personal capabilities
- ☐ Reflects on personal experiences, actions & decision-making
- ☐ Acts as a role model of professional behaviour

#### Time management

- ☐ Prioritises workload to maximise patient outcomes & health service function
- ☐ Demonstrates punctuality

#### Personal well-being

- ☐ Is aware of, & optimises personal health & well-being
- ☐ Behaves in ways to mitigate the personal health risks of medical practice e.g. fatigue, stress
- ☐ Behaves in ways which mitigate the potential risk to others from your own health status e.g. infection

#### Ethical practice

- ☐ Behaves in ways that acknowledge the ethical complexity of practice & follows professional & ethical codes
- ☐ Consults colleagues about ethical concerns
- ☐ Accepts responsibility for ethical decisions

#### Practitioner in difficulty

- ☐ Identifies the support services available
- ☐ Recognises the signs of a colleague in difficulty and responds with empathy
- ☐ Refers appropriately

#### Doctors as leaders

- ☐ Shows an ability to work well with & lead others
- ☐ Exhibits leadership qualities and takes leadership role when required

#### Professional Development

- ☐ Reflects on own skills & personal attributes in actively investigating a range of career options
- ☐ Participates in a variety of continuing education opportunities
- ☐ Accepts opportunities for increased autonomy and patient responsibility under their supervisor's direction

### Teaching, Learning & Supervision

#### Self-directed learning

- ☐ Identifies & addresses personal learning objectives
- ☐ Establishes & uses current evidence based resources to support patient care & own learning
- ☐ Seeks opportunities to reflect on & learn from clinical practice
- ☐ Seeks & responds to feedback on learning
- ☐ Participates in research & quality improvement activities where possible

#### Teaching

- ☐ Plans, develops & conducts teaching sessions for peers & juniors
- ☐ Uses varied approaches to teaching small & large groups
- ☐ Incorporates teaching into clinical work

- ☐ Evaluates & responds to feedback on own teaching

#### Supervision, Assessment & Feedback

- ☐ Seeks out personal supervision & is responsive to feedback
- ☐ Seeks out and participates in personal feedback and assessment processes
- ☐ Provides effective supervision by using recognised techniques & skills (availability, orientation, learning opportunities, role modelling, delegation)
- ☐ Adapts level of supervision to the learner's competence & confidence
- ☐ Provides constructive, timely and specific feedback based on observation of performance
- ☐ Escalates performance issues where appropriate

## Communication

### Patient Interaction

#### Context

- ☐ Arranges an appropriate environment for communication, e.g. privacy, no interruptions & uses effective strategies to deal with busy or difficult environments
- ☐ Uses principles of good communication to ensure effective healthcare relationships
- ☐ Uses effective strategies to deal with the difficult or vulnerable patient

#### Respect

- ☐ Treats patients courteously & respectfully, showing awareness & sensitivity to different backgrounds
- ☐ Maintains privacy & confidentiality
- ☐ Provides clear & honest information to patients & respects their treatment choices

#### Providing information

- ☐ Applies the principles of good communication (e.g. verbal & non-verbal) & communicates with patients & carers in ways they understand
- ☐ Uses interpreters for non-English speaking backgrounds when appropriate
- ☐ Involves patients in discussions to ensure their participation in decisions about their care

#### Meetings with families or carers

- ☐ Identifies the impact of family dynamics on effective communication
- ☐ Ensures relevant family/carers are included appropriately in meetings and decision-making
- ☐ Respects the role of families in patient health care

#### Breaking bad news

- ☐ Recognises the manifestations of, & responses to, loss & bereavement
- ☐ Participates in breaking bad news to patients & carers
- ☐ Shows empathy & compassion

#### Open disclosure

- ☐ Explains & participates in implementation of the principles of open disclosure
- ☐ Ensures patients & carers are supported & cared for after an adverse event
- ☐ Complaints
- ☐ Acts to minimise or prevent the factors that would otherwise lead to complaints
- ☐ Uses local protocols to respond to complaints
- ☐ Adopts behaviours such as good communication designed to prevent complaints

### Managing Information

#### Written

- ☐ Complies with organisational policies regarding timely & accurate documentation
- ☐ Demonstrates high quality written skills e.g. writes legible, concise & informative discharge summaries

- ☐ Uses appropriate clarity, structure and content for specific correspondence e.g. referrals, investigation requests, GP letters
- ☐ Accurately documents drug prescription, calculations and administration

#### Electronic

- ☐ Uses electronic resources in patient care e.g. to obtain results, populate discharge summaries, access medicines information
- ☐ Complies with policies, regarding information technology privacy e.g. passwords, e-mail & internet, social media

#### Health Records

- ☐ Complies with legal/institutional requirements for health records
- ☐ Uses the health record to ensure continuity of care
- ☐ Provides accurate documentation for patient care

#### Evidence-based practice

- ☐ Applies the principles of evidence-based practice and hierarchy of evidence
- ☐ Uses best available evidence in clinical decision-making
- ☐ Critically appraises evidence and information

#### Handover

- ☐ Demonstrates features of clinical handover that ensure patient safety & continuity of care
- ☐ Performs effective handover in a structured format e.g. team member to team member, hospital to GP, in order to ensure patient safety & continuity of care

### Working in Teams

#### Team structure

- ☐ Identifies & works effectively as part of the healthcare team, to ensure best patient care
- ☐ Includes the patient & carers in the team decision making process where appropriate
- ☐ Uses graded assertiveness when appropriate
- ☐ Respects the roles and responsibilities of multidisciplinary team members

#### Team dynamics

- ☐ Demonstrates an ability to work harmoniously within a team, & resolve conflicts when they arise
- ☐ Demonstrates flexibility & ability to adapt to change
- ☐ Identifies & adopts a variety of roles within different teams

#### Case Presentation

- ☐ Presents cases effectively, to senior medical staff & other health professionals