



FACULTY OF HEALTH SCIENCES AND MEDICINE

MEDICAL PROGRAM INHERENT REQUIREMENTS

Bachelor of Medical Studies

Program Code: CC-60026 / Cricos Code: 0101292

Doctor of Medicine

Program Code: CC-63048 / Cricos Code: 111520H

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Medical Program

Inherent Requirements: Reflective questions about studying medicine

Candidates should be aware of the implications of not being able to meet one or more of the areas below and the options available to them, depending on their career aspirations. For example, this may limit their ability to eventually pursue a career in certain medical specialties or it may mean pursuing a different but related career pathway depending on their capabilities and interests, such as in population health, psychology, biomedicine, statistics, or epidemiology.

Early discussions about a candidate's ability to study medicine will occur in the context of *reasonable adjustments* that are or could be available to support them achieve the outcomes of the medical program.

Areas for exploration

Communication skills – verbal, non-verbal and written

Medical students will be expected to communicate effectively and sensitively with a range of different people to establish rapport, involve patients and carers in decision making, and practise in a culturally safe way to deliver high quality, safe care. This applies to listening, speaking, reading, writing, and the capability to use these different modes to elicit information from people, often under pressure and in difficult situations.

Can I communicate clearly in the English language to engage in two-way discussion with a range of different people?

For example, using English language skills to speak to patients, families, and other health professionals clearly and sensitively, and using communication skills to accurately document health information in health records and referral letters.

Can I recognise, interpret, and respond appropriately to non-verbal cues and am I aware of the impact of my non-verbal behaviours?

For example, communicating with people in distress or people with a cognitive or a communication impairment.

Can I tailor my communication use and style to different people?

For example, finding means of communicating meaningfully with patients who are from a non-English speaking background.

Professionalism

Medical students will be expected to demonstrate capabilities consistent with those of a medical professional, including a commitment to making the care of patients their priority, and to practise safely and effectively, treat people with dignity and respect, and be aware of the limits of their own knowledge, skills and health. They will also be required to comply with the law, regulations and any other university codes or policies.

Do I have a genuine interest in medicine, a commitment to serving the needs of my community, and a desire for lifelong learning?

For example, seeking opportunities to expand my knowledge about medicine and exploring career pathways that meet the health care needs of my community.

Do I demonstrate behaviours and values consistent with a future medical professional, including integrity, respect, leadership, concern for others, and treating people with dignity, without discrimination or judgement?

For example, engaging respectfully with patients, peers or medical practitioners during clinical placements or team-based assessments.

Do I comply with the law and professional regulations of my jurisdiction including applicable codes, guidelines and policies?

For example, complying with legal requirements and procedures when managing confidential or sensitive information.

Do I have an awareness of my own culture and beliefs and am I being respectful of the culture and beliefs of others?

For example, seeking to understand how my beliefs may influence the assumptions I make and similarly, how the culture and beliefs of patients or team members may influence their decision-making or behaviour, and adapting my communication style or seeking support where necessary to practise in a culturally safe manner.

Do I consider and weigh up competing ethical principles in difficult situations and make decisions that consider the impact on all persons involved?

For example, considering whether to report something I see that I believe does not align with the expected behaviours or values of a medical professional.

Insight into their own health and behaviour

Medical students will be expected to demonstrate an ability to recognise when they experience poor health and put in place effective processes to ensure their own health or behaviours do not pose a risk to others.

Can I engage in honest self-reflection about my own behaviour, capabilities, performance, and the boundaries of my knowledge?

For example, using feedback effectively to improve my performance and identify areas where I need help.

Do I demonstrate insight and adapt my behaviour to changing environments and have the ability to learn to function in the face of uncertainties that arise in clinical practice?

For example, being open to finding alternatives when group plans change unexpectedly or responding helpfully when patients' treatment goals change.

Can I effectively handle and manage heavy workloads and function effectively under stress?

For example, planning ahead so that my functioning in class or in clinical settings is not impaired by tiredness during a demanding rotation or assessment.

Do I have an awareness of my own physical and mental health, monitor when I might need support, and proactively seek relevant support, when required?

For example, managing my health and well-being through self-awareness and reflection, being open to feedback from others about changes they might notice, and ensuring that I am registered with a regular GP.

Cognition, critical thinking and problem solving skills

Medical students will be expected to have an aptitude for problem solving, based on scientific principles to understand and solve the complex medical needs of patients, whilst also considering the context of the patient's circumstances and the health system they are working in.

Do I have the ability to acquire knowledge and use and retain it to draw together all coursework subjects?

For example, drawing knowledge from a variety of sources, acquired at different points in time, integrating and applying it to an assessment task or clinical problem.

Do I have the ability to measure, calculate, reason, analyse, integrate, and synthesise information?

For example, taking a history from a patient and gathering information from multiple other sources, integrating this information, and formulating an evidence-based diagnosis, investigation and management strategy.

Do I have the cognitive skills for focus, memory, attention to detail, theoretical deliberation, and practical functioning sufficient to meet patient care needs?

For example, sustaining concentration and attention to monitor, detect and react to even small changes in a dynamic clinical scenario, such as new information, changing signs, or non-verbal cues.

Do I have the academic ability to effectively locate, interpret, assimilate, and synthesise information, including interpreting causal connections, and make accurate, fact-based conclusions based on available data and information?

For example, sourcing reliable and reputable research and scientific literature, critically evaluate the strength and validity of the information and apply to an evidence-based framework to inform clinical practice.

Am I aware of my own thinking, and do I have the skills to reflect, evaluate, adapt, and implement new cognitive strategies for improved learning and patient care?

For example, being aware of my own cognitive biases, being open to constructive feedback and able to incorporate learning from errors and feedback into my future practice.

Do I identify possible solutions to problems, evaluating the consequences of each alternative, selecting the best alternative and gathering information needed prior to making a decision?

For example, formulating a hypothesis, gathering evidence for or against the hypothesis then using the answers to formulate an appropriate intervention or plan.

Do I have the numeracy skills to safely and effectively process and reason with numerical concepts and numbers for patient care decisions?

For example, interpreting numerical symbols and data reliably, and accurately and performing calculations in a timely manner, or calculating accurate drug doses based on a patient's weight or interpreting graphs.

Teamwork

Medical students will be expected to work willingly and cohesively as part of a team, taking responsibility for their actions as well as recognising and respecting the skills of other professionals.

Can I work cohesively as part of a team and take responsibility for my own actions whilst working in a team?

For example, delivering my assigned work tasks on time and to the expected standard, and willingly collaborating with others.

Do I demonstrate empathy and sensitivity to other people's feelings and experiences?

For example, listening to and supporting a peer who had received difficult news.

Do I facilitate the exchange of information between two or more team members in the prescribed manner and by using proper terminology?

For example, using appropriate and accurate terminology, checking with team members I have understood all the information provided before taking action.

Do I provide leadership through direction, structure, and support for other team members?

For example, clearly setting goals or priorities, explaining to team members what I would like from them, listening to their concerns, and providing constructive feedback.

Physical and observational capabilities

Medical students will be expected to demonstrate their ability to acquire information, carry out a range of procedures suitable to their level of capability, and understand and carry out their role in assisting during a medical emergency

Can I analyse a patient's history accurately and acquire relevant health and medical information?

For example, interpreting written documents, radiological and other graphic images and digital or analogue representations of physiologic data (e.g. ECGs).

Can I complete a full and accurate physical examination, including a mental state examination or a problem focused examination as indicated?

For example, eliciting and interpreting the physical findings of patients.

Can I assist in the management of medical emergencies?

For example, recognise, assess, and support the management of a deteriorating and critically unwell patient who requires immediate care, including directing or performing CPR.

Sustainable performance

Medical students will be expected to demonstrate both physical and mental performance at a consistent and sustained level to perform multiple tasks in an assigned period of time that provides safe and effective care without compromise.

Without distraction and in a time-constrained environment, can I carry out repetitive activities with a level of concentration and sustained physical, cognitive, and psychosocial performance, which focuses on the activity until it is completed appropriately?

For example, maintaining performance in a series of Objective Structured Clinical Exams (OSCEs) or performing a range of common medical procedural techniques such as cannulation and venepuncture.

Can I demonstrate a sustainable level of physical and mental performance to complete multiple tasks, often simultaneously or concurrently, in an assigned period of time?

For example, taking a history from patients whilst noting down key points or managing and delegating tasks during a medical emergency.

